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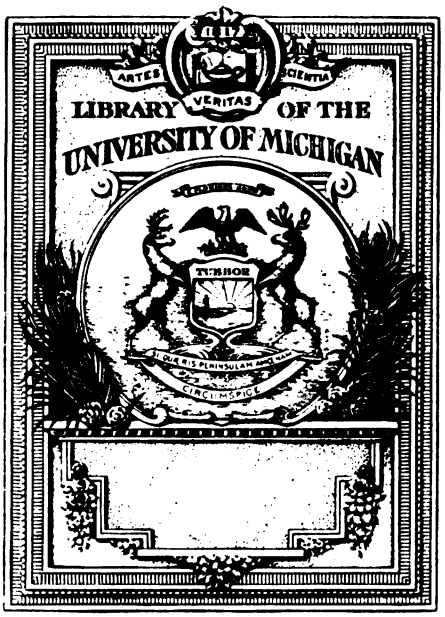
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MICHIGAN

State Normal School

1890-91.

REGISTER.

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REGISTER

OF THE

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FOR

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State Normal School

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1890-91.

YPSILANTI, MICH.:

1891.

MICHIGAN STATE NORMAL SCHOOL.

ANNOUNCEMENTS FOR 1891-92.

1891.

Tuesday Evening, June 23,—Alumni Meeting.

Wednesday, June 24,—Commencement.

Tuesday and Wednesday, Sept. 8 and 9,—Entry Examinations. Classification of former students.

Thursday, Sept. 10,—Classification of all new students. Recitations begin.

Monday Morning, Nov. 16,—Beginning of second half of First Term.

Thursday, Friday and Saturday, Nov. 26, 27 and 28,—Thanksgiving Recess.

Wednesday Evening, Dec. 23,—Holiday Recess begins.

1892.

Monday Evening, January 4,—Holiday Recess closes.

Friday and Saturday, Jan. 29 and 30,—Entry Examinations.

Friday Evening, Jan. 29,—First Term closes.

Monday Morning, Feb. 1,—Second Term begins.

Friday Evening, April 8,—First half of Second Term ends and Spring Recess begins.

Monday Evening, April 18,—Spring Recess closes, and second half of Second Term begins.

Tuesday Evening, June 21,—Alumni Meeting.

Wednesday, June 22,—Commencement, Second Term closes.

STATE BOARD OF EDUCATION.

HON. SAMUEL S. BABCOCK, PRESIDENT, Term expires Dec. 31, 1892.	Detroit.
HON. FERRIS S. FITCH, SECRETARY, Term expires Dec. 31, 1892.	Lansing.
HON. PERRY F. POWERS, TREASURER, Term expires Dec. 31, 1894.	Cadillac.
HON. D. A. HAMMOND, Term expires Dec. 31, 1896.	Charlotte.

HON. FERRIS S. FITCH,

Superintendent of Public Instruction.

BOARD OF VISITORS, 1890-91.

DELOS D. JAYNE,	Detroit.
F. A. DEAN,	Charlotte.
SUPT. E. P. CHURCH,	Cadillac.

FACULTY, 1890-91.

JOHN M. B. SILL, M. A., M. Pd.,
PRINCIPAL.

Mental and Moral Science, and Theory and Art of Teaching
DANIEL PUTNAM, M. A., VICE-PRINCIPAL.

History and Civil Government,
JULIA A. KING, M. A., M. Pd., PRECEPTRESS.
ANNAH MAY SOULE, Assistant.
NELLIE M. STIRLING, Instructor.

Music and Director of Conservatory,
FREDERIC H. PEASE.

Mathematics,
CHARLES FITZ ROY BELLOWS, M. A., C. E
*GEORGE F. KEY, Assistant.
WILBUR P. BOWEN, Instructor.
ELLA M. HAYES, Instructor.

German and French Languages,
AUGUST LODEMAN, M. A.
†ANNIE A. PATON, Assistant.

Training School,
AUSTIN GEORGE, M. A., Director.
IDA L. WALL, Critic in Grammar Grades.
NINA C. VANDEWALKER, Critic in Primary Grades
LILLIAN CRAWFORD, Teacher in Model Primary Schoo
MARY F. LOCKWOOD, Kindergartner.

*On the 1st of April Mr. Key retired, and Miss Ada B. Norton was appointed to fill this vacancy.

†Absent on leave for the year, Miss Hilda Lodeman taking her place.

Natural Sciences,
LUCY A. OSBAND, M. A.
CLARENCE D. McLOUTH, Assistant.

Physical Sciences,
EDWIN A. STRONG, M. A.
CHARLES E. ST. JOHN, B. S., Assistant.

English Language and Literature,
FLORUS A. BARBOUR, B. A.
LOIS A. McMAHON, Assistant.
ABBIE PEARCE, Assistant.
HIRAM W. MILLER, Assistant.

Drawing and Geography,
JOHN GOODISON.

Latin and Greek Languages,
BENJAMIN L. D'OOGE, M. A
HELEN B. MUIR, Assistant.

Penmanship,
P. R. CLEARY.

FLORENCE GOODISON,
Librarian.

MRS. L. B. GRAHAM,
Assistant Librarian.

FRANCES L. STEWART,
Clerk.

MICHIGAN STATE NORMAL SCHOOL.

PURPOSE AND ORGANIZATION.

Under the Constitution of the State of Michigan, the Normal School is made a part of its public school system. It is under the full charge and direction of the State Board of Education. This Board consists of four members, three of whom are elected as such by the people; the fourth is the State Superintendent of Public Instruction, who is, *ex officio*, a member, and the Secretary. The term of office of elected members is six years, one being chosen each alternate year.

The original Normal School building, now very much enlarged and improved, was finished and made ready for use in the summer of 1852, and was formally dedicated with appropriate ceremonies on October 5 of that year. The School was opened for the admission of regular classes in the Spring of 1853.

Its permanent means of support are the interest on the Normal School fund, amounting to about $4,200 per year, and a small entry fee paid by each student. These sources furnish but a small portion of the funds necessary for its maintenance. For the rest, it depends upon appropriations by the State Legislature, which adequately supply its needs.

The sole function of the Normal School is to prepare teachers for the efficient performance of the duties required of them in all grades of the Public Schools of the State. Hence, the School in all its departments has been organized with direct reference to this end. The courses of study, the methods of instruction, and the practice teaching done under careful supervision and subjected to close and searching criticism, are all planned with reference to affording thorough and effective professional training; and while the Normal School recognizes the demand for fully prepared teachers for the

higher grades of work required by the Grammar and High Schools of the State, it furnishes the amplest facilities to that great army of instructors who teach the district and rural schools, to fit themselves for better accomplishing the important work in which they are engaged.

SPECIAL ADVANTAGES.

The Normal School offers excellent advantages to young men and women who desire to prepare for success and usefulness in the teacher's profession.

Its buildings are ample and convenient; its location is easily accessible, healthful, and in all respects desirable.

The State Normal School is authorized to certificate its graduates as

LEGALLY LICENSED TEACHERS.

It is the only school in the State whose sole business it is to prepare teachers for their work. It is thoroughly equipped with an ample corps of experienced Normal instructors. Expenses are so moderate that hundreds of young men and women find themselves able, with their own earnings, to complete its course of study without calling upon friends for assistance.

FREE TEXT-BOOKS

are supplied to students, upon the deposit of three dollars, which is refunded upon the return of the books in good order.

Dictionaries and texts in the Ancient and Modern Languages form an exception to this provision. Students will provide these for themselves: for instance, Latin grammars will be supplied, but not texts, such as Cæsar's Commentaries, the Æneid, etc.

THE SCHOOL OF OBSERVATION AND PRACTICE

is large and complete in all its equipments, thus affording the best facilities for gaining experience in teaching under thorough supervision and careful criticism. All its departments are in possession

of extensive illustrative apparatus, and liberal accommodations in respect to lecture and recitation rooms.

Hitherto this has been a Primary and Grammar School consisting of eight grades. It is decided to add a ninth grade, which connects it completely with the Normal School and fully prepares its pupils for entry thereto.

PROFESSIONAL KINDERGARTEN INSTRUCTION.

Realizing the duty of prompt response to all actual educational demands, the State Board of Education have added a well equipped kindergarten to the Training Department of the State Normal School. Experienced professional kindergarten instructors have been placed in charge, and all approved methods will be presented, thoroughly illustrated, and practically applied.

CONTINUOUS REVIEWS.

In answer to numerous inquiries, it seems best to note here the fact that classes in the common branches begin reviews at the opening of each half-term. There is no time in the school year when students desiring reviews in Arithmetic, Grammar, Geography, Orthoëpy, Reading, Civil Government, etc., cannot find classes which will meet their needs, but students are strongly advised to enter at the beginning or else at the middle of a term.

MUSIC.

The facilities for study in this important branch of education are of a superior kind. The choir affords opportunity for abundant practice in reading music and singing, under the direct supervision of the head of the department. The demand for teachers expert in music is rapidly increasing. Students having even a limited degree of aptitude in this direction are advised to take at least the regular 20 weeks' course in Vocal Music.

LIBRARY.

A Library consisting of 11,000 volumes, selected with especial reference to the needs of the School, is kept open, with an experienced librarian in charge, throughout each school day and on

Saturdays. This library is free to all students of the Institution, and affords them access to the best periodicals of the day as well as to valuable and standard books of reference in History, Art, Science, Literature, etc. It is now thoroughly and completely classified and catalogued, and is located in elegant and commodious rooms.

LITERARY SOCIETIES.

The Literary Societies connected with the School are organized under one general constitution, and constitute together the Normal Lyceum. At present there are four divisions of the Lyceum, known as the "Adelphic," "Olympic," "Crescent," and "Atheneum" Societies. The membership of each society is limited to sixty.

The public exercises of the Lyceum, and the special exercises of the societies are so arranged as to give full and valuable opportunities for acquiring a correct knowledge of the rules and usages of deliberative bodies, and for practice in public reading, declamation, debate, and essay writing. These societies are now in possession of new and beautiful rooms, each having a permanent home which its members have decorated and furnished in an attractive style.

THE NORMAL NEWS.

This is a monthly educational and literary periodical conducted by the students, under the general supervision of a committee of the Faculty. It affords valuable opportunities for practice in literary work. It has had a successful life covering ten years. From the first it has more than met all expenses connected with its publication. Its managers have established an Annual Oratorical Contest among Normal School students. Eight contestants, four young women and four young men, are annually chosen as follows: one by each of the four Literary Societies, one by the Senior Class, one by the Junior class, and two by the Faculty. The prizes offered last year by *The News*, were sums of money and gold medals, amounting in value to more than $70.00. This year *The News* has considerably increased the value of the prizes offered by it. The committee of judges for the year are, Hon. Don M. Dickinson, Hon. John Miner, Hon. Joseph Estabrook, Mrs. Edna Chaffee Noble, and Mrs. J. T. Sunderland.

STUDENTS' CHRISTIAN ASSOCIATION.

A strong and vigorous society exists under this name. The large hall in the Conservatory of Music has been set apart for its exclusive use. Its large membership is enthusiastic and earnest, and its influence upon the moral tone of the school is most salutary. The society is non-sectarian, broad and comprehensive in its spirit and purpose, the moral elevation of its members, regardless of personal denominational connection, being its first and best purpose. All students are advised to enroll themselves in its membership, and to take advantage of the help which it freely offers.

CONVERSATIONS.

On the afternoon of one day in each week, from four to five o'clock, a Conversation is held by the Ladies of the Faculty with the lady students, upon subjects of a practical and professional character. These Conversations embrace topics which can not be fully discussed in the class room, and are of great value.

LECTURE ASSOCIATION.

A committee of the Faculty has in charge the yearly arrangement of a most excellent course of lectures, concerts, and other valuable and iustructive entertainments. This course has been regularly and successfully carried on for several years. The object of this enterprise is to furnish to students the opportunity of attending such a course at a very small expense. Thus far good seats for the entire course of ten or twelve evenings have been obtained by students at a cost of not more than ten or fifteen cents per evening. The following are some of the eminent lecturers who have appeared in these courses: Joseph Cook, Justin McCarthy, George N. Wendling, Mary A. Livermore, Rev. Dr. Lorimer, Anna Winthrop Livermore, Roswell G. Horr, Mr. Aubrey, Rev. Dr. Gunsaulus, and Hon. W. C. P. Breckinridge.

you elect. Check out all third grade certificate studies (see page 17) which you are confident you can pass by examination. Next, check out all higher studies in which you can bring satisfactory standings, or in which you are ready for examination. Then compute the time required to complete what remain unchecked. Note that each term's work includes *four* studies of twenty weeks each, or their equivalent in ten-week studies—eighty weeks in all. You can thus determine, approximately, the number of weeks or terms required to complete the course selected.

COURSES OF STUDY.

Students are offered a choice from several Courses of Study, an account of which may be found at the proper place in this Register. These Courses have been arranged to meet the demands of the various grades of schools and the needs of the different classes of teachers. All the Courses of Study demand a nearly equal amount of professional training and instruction.

THE NINTH GRADE.

It will be seen that Ninth Grade Courses have been established. The teaching in this grade is a part of the training course of the Normal School. This grade connects the Grammar Grades of the Training School with the Normal School proper.

Instruction will be under immediate charge and supervision of the heads of the several departments. Students found deficient in the preparation in common branches required for entry to the Normal School, will pursue preparatory studies in the classes of this grade.

COURSES FOR GRADUATES OF APPROVED HIGH SCHOOLS.

In another part of this Register will be found several one and two years' courses of study, on completion of which graduates of approved High Schools will be entitled to receive the certificate, or the diploma and certificate, to which the corresponding regular three and four years' courses lead.

High School graduates will be interested in these courses, now offered for the first time.

COURSE FOR COLLEGE GRADUATES.

Attention is called to the advantages of the Course of Study especially designed for graduates in the Literary and Scientific Courses of the University and incorporated Michigan Colleges. (See Courses of Study.) It will be found to be purely professional in its character. Its studies occupy one half year, and it leads to a life certificate and the degree of Bachelor of Pedagogics.

CERTIFICATES, DIPLOMAS, ETC.

Students graduating in any of the courses are entitled to a certificate of qualification to teach in the Public Schools of Michigan. The three-years' courses lead to such a certificate, good for five years. The four-years' courses lead to a life-certificate and a diploma. The advanced (six-years') courses and the Course for College Graduates lead to the degree of Bachelor of Pedagogics and a life certificate.

REQUISITES FOR ADMISSION.

See also "Explanation of Courses."

Graduates of approved High Schools will be admitted upon diploma, without entry examination. Other applicants for admission must sustain a satisfactory examination in the following subjects:

(*a.*) Arithmetic, including the facts, principles, and operations of simple and compound numbers, of fractions, of ratio and proportion, of percentage and its applications, and of square root.

(*b.*) English Grammar, including the parts of speech and their uses or relations in connected discourse, and the structure and analysis of sentences.

(*c.*) Geography, including position, boundaries, and coast lines of grand divisions; location of the great plateaus and lower lands; position and direction of mountain ranges; the source, course, and discharge of rivers; boundaries, capitals, and chief cities of political divisions; and, in general, the contents of the maps of a good Grammar School Geography.

Note.—In general, it may be said of the three studies named above, that students are admitted to membership in the Normal School proper, when examination shows them to be able to complete these subjects, in their strictly academic aspects, by the ten-weeks Teacher's Academic Reviews named elsewhere in "List A" (of studies offered).

(*d.*) Spelling.

The preparatory work in Algebra includes the following topics: Addition, Subtraction, Multiplication, Division, Factoring, Greatest Common Divisor, Least Common Multiple, and Fractions.

Preparatory classes in the Common Branches and Algebra will be organized in the Ninth Grade at the beginning of each term. These classes afford opportunity for those who are found deficient in

any of the requisites for admission, to make the necessary preparation, but students will not be required to remain in any of these classes longer than is necessary to make up such deficiency.

Reference to the Courses of Study will show that these subjects, in their more advanced phases, are all pursued in the Normal School proper. The requisites mentioned in the preceding paragraphs are preparatory to these final courses.

The regular Normal School classes in Geography, Grammar, Arithmetic, Penmanship, Reading and Orthography, and Civil Government are organized at the beginning of each half-term. Students will find it greatly to their advantage to enter at the beginning of a term, or, if this is not practicable, at the beginning of a half-term. See "Announcements."

REQUISITES FOR ENTERING ADVANCED CLASSES.

If the examination for admission shows that a student is prepared to enter the School, a final examination will be given, when desired, in the academic matter of any study, and the student will be credited with the standing shown by such examination. Accepted standings from other schools will also be credited for advanced work; but

OBSERVE

that certificates of standing from other schools or institutions will not be taken in those branches required by law for the legal license to teach, namely: Orthography, Reading, Writing, Geography, Grammar, Arithmetic, U. S. History, Civil Government, and that part of Physiology and Hygiene which has special reference to the effect of alcoholic drinks, stimulants, and narcotics, upon the human system.

Certificates of standing, except in the third grade certificate studies named above, will be accepted in place of examinations, from schools as follows:

1. From the University of Michigan, the Agricultural College, and all incorporated Michigan Colleges.

2. From all schools whose graduates are admitted to the University upon a diploma.

3. From schools approved by the heads of departments in the Normal School.

4. From all other Michigan schools engaged in High School work, upon the following conditions:

Students bringing standings from schools not yet placed upon the list of accepted schools, will be referred to the heads of the departments concerned, who will confer with them concerning the extent of their progress, the length of time given to each study, etc., satisfy themselves as to thoroughness and extent of acquirement by examination more or less formal, as the case may require, and credit them with the full value of their work.

Under these conditions, all schools not at present upon the list are most cordially invited to send standings.

5. Certificates of standing must be signed by the proper officer of a college, or by the superintendent or principal teacher of the school which issues them, and *should state definitely the text-book used, the amount and quality of work done, and the time given to the study.* Blank forms for these certificates will be furnished on application.

If students are found seriously deficient in any branch of study for which they have received credit upon certificate, the right to require them to pursue such study in regular classes before graduation, is expressly reserved.

COURSES OF INSTRUCTION.

1. Four daily studies pursued for 40 weeks (160 weeks of work constitute the regular work for one school year. The satisfactory completion of 480 weeks of such work (three years) makes up the amount necessary for the completion of either of the two courses leading to a certificate or license to teach in the public schools of Michigan, good for five years; and 640 weeks of such work are required for the completion of any of the four years' courses leading to a diploma and a life certificate. The detailed requirements are set forth in the Courses of Study on the following pages.

2. The Advanced Courses, leading to a life certificate and a diploma carrying with it the degree of Bachelor of Pedagogics, cover 960 weeks of work, as follows:

(*a.*) For those who have completed either of the three years' courses, 480 weeks of additional work selected from the studies named in Lists A and B.

(*b.*) For those who have completed any one of the four years' courses, 320 weeks of additional work, selected as shown under 2, *a* above:

(*c.*) Provided, that among the studies so selected shall be professional studies as follows: Numbers 82 and 92 of List A, and numbers 100, 101, 102, and 104 of List B, unless a record has already been made in them.

3. The "satisfactory completion" of any study is to be understood as follows:

(*a.*) A record earned in the study by regular class work, or else by examination, if the study be Arithmetic, Grammar, Geography, Spelling, Reading and Orthoëpy, Civil Government, History of the

3. From schools approved by the heads of departments in the Normal School.

4. From all other Michigan schools engaged in High School work, upon the following conditions:

Students bringing standings from schools not yet placed upon the list of accepted schools, will be referred to the heads of the departments concerned, who will confer with them concerning the extent of their progress, the length of time given to each study, etc., satisfy themselves as to thoroughness and extent of acquirement by examination more or less formal, as the case may require, and credit them with the full value of their work.

Under these conditions, all schools not at present upon the list are most cordially invited to send standings.

5. Certificates of standing must be signed by the proper officer of a college, or by the superintendent or principal teacher of the school which issues them, and *should state definitely the text-book used, the amount and quality of work done, and the time given to the study.* Blank forms for these certificates will be furnished on application.

If students are found seriously deficient in any branch of study for which they have received credit upon certificate, the right to require them to pursue such study in regular classes before graduation, is expressly reserved.

COURSES OF INSTRUCTION.

1. Four daily studies pursued for 40 weeks (160 weeks of work constitute the regular work for one school year. The satisfactory completion of 480 weeks of such work (three years) makes up the amount necessary for the completion of either of the two courses leading to a certificate or license to teach in the public schools of Michigan, good for five years; and 640 weeks of such work are required for the completion of any of the four years' courses leading to a dipioma and a life certificate. The detailed requirements are set forth in the Courses of Study on the following pages.

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(*a.*) For those who have completed either of the three years' courses, 480 weeks of additional work selected from the studies named in Lists A and B.

(*b.*) For those who have completed any one of the four years' courses, 320 weeks of additional work, selected as shown under 2, *a* above:

(*c.*) Provided, that among the studies so selected shall be professional studies as follows: Numbers 82 and 92 of List A, and numbers 100, 101, 102, and 104 of List B, unless a record has already been made in them.

3. The "satisfactory completion" of any study is to be understood as follows:

(*a.*) A record earned in the study by regular class work, or else by examination, if the study be Arithmetic, Grammar, Geography, Spelling, Reading and Orthoëpy, Civil Government, History of the

United States, or Physiology so far as it has special reference to the effects of stimulants and narcotics upon the human system.

(*b.*) In all other studies, a record earned as above, or by the presentation of approved standings.

LIST A,

Of Studies offered in the Three and the Four Years' Courses, showing also the number of weeks which each study regularly occupies.

ART AND MANUAL TRAINING.

1	Penmanship	10	weeks.
2	Drawing	20	"
3	Advanced Drawing	20	"

CIVICS.

4	Science of Government, Teacher's Academic Review	10	"
5	Political Economy	10	"

ENGLISH.

6	Reading and Orthoëpy, Teacher's Academic Review	10	"
7	Grammar, Teacher's Academic Review	10	"
8	Rhetoric	20	"
9	English Literature	20	"
10	Advanced English Literature	10	"
11	American Literature	20	"
12	Old and Middle English	20	"
13	Study of Masterpieces	20	"

HISTORY.

14	U. S. Political History	20	"
15	English History	20	"
16	General History (except English)	20	"
17	Grecian and Roman History	20	"
18	English Constitutional History	20	"
19	Institutes of General History	20	"
20	Continental History	20	"

LANGUAGES, ANCIENT.

21	Latin, 1st Term	20	"
22	" 2d "	20	"
23	" 3d "	20	"
24	" 4th "	20	"
25	" 5th "	20	"
26	" 6th "	20	"
27	" 7th "	20	"
28	" 8th "	20	"
29	Greek, 1st Term	20	"
30	" 2d "	20	"
31	" 3d "	20	"
32	" 4th "	20	"

LANGUAGES, MODERN.

33	French, 1st Term	20	weeks.
34	" 2d "	20	"
35	" 3d "	20	"
36	" 4th "	20	"
37	" 5th "	20	"
38	German, 1st Term	20	"
39	" 2d "	20	"
40	" 3d "	20	"
41	" 4th "	20	"
42	" 5th "	20	"
43	" 6th "	20	"
44	" 7th "	20	"

MATHEMATICS.

45	Book-keeping	10	"
46	Arithmetic, Teacher's Academic Review	10	"
47	Algebra II	20	"
48	Algebra III	20	"
49	Plane Geometry	20	"
50	Solid Geometry	20	"
5.	Higher Algebra	20	"
52	Trigonometry	10	"
53	Surveying	10	"

MUSIC.

54	Vocal Music	20	"
55	Advanced Vocal Music	20	"
56	Voice Culture I	20	"
57	" " II	20	"
58	" " III	20	"
59	" " IV	20	"
60	" " V	20	"
61	" " VI	20	"
62	Harmony I	20	"
63	" II	20	"
64	Advanced Harmony	20	"
65	Musical Composition	20	"
66	History and Literature of Music	20	"
67	Counterpoint, etc	20	"

NATURAL SCIENCES.

68	Teacher's Academic Review of Physiology and Hygiene	10	"
69	Botany	20	"
70	Zoölogy	10	"
71	Comparative Zoölogy	10	"
72	Geology	20	"
73	Geography, Teacher's Academic Review	10	"

PHYSICAL SCIENCES.

74	Physics I	20	"
75	" II	20	"
76	Advanced Physics	20	"
77	Chemistry	20	"
78	Advanced Chemistry	10	"
79	Astronomy	10	"
80	Instrumental Astronomy	10	"

PROFESSIONAL STUDIES AND EXERCISES.

81	Psychology	20	weeks.
82	" Applied	20	"
83	" Short Course	10	"
84	Professional Training in Arithmetic	5	"
85	" " Grammar	5	"
86	" " Reading	5	"
87	" " Geography	5	"
88	" " History	5	"
89	" " Science	5	"
90	Classical Literature and Methods	10	"
91	Modern Literature and Methods	10	"
92	History of Education	10	"
93	Physical Technics	10	"
94	Physical Laboratory Practice	10	"
95	Biological Laboratory Practice	10	"
96	Practice Teaching	20	"
97	" "	20	"
98	Kindergarten Instruction and Methods	20	"
99	Senior Rhetoricals		

NOTE ON LIST A.—Studies 56-67 are excluded from elective studies to be credited in making up a course, except when the student is pursuing the Music Course. Studies 94 and 95 are interchangeable in all courses. Work in any Ancient or Modern Language is not credited in making up the amount due in any course, until a record in such language covering at least three terms, has been earned.

LIST B.

Additional Studies offered to Students in Advanced Courses. (*See p. 19, 2.*)

100	Advanced Psychology	10	weeks.
101	Discussions and Comparisons of Educational Systems and Theories	10	"
102	Advanced Practice Teaching and Supervision	20	"
103	Entomology	20	"
104	Sanitary Science (Lectures)	10	"
105	Meteorology	10	"
106	General Geometry and Calculus	20	"
107	Advanced Rhetoric	20	"
108	Latin, 9th Term	20	"
109	" 10th "	20	"
110	" 11th "	20	"
111	" 12th "	20	"
112	Greek, 5th Term	20	"
113	" 6th "	20	"
114	" 7th "	20	"
115	" 8th "	20	"
116	Studies in German and French Literature	20	"
117	United States Constitutional History	20	"

COURSES OF STUDY.

NINTH GRADE.—ENGLISH AND SCIENTIFIC COURSES.

NOTE.—The numbers placed after the names of studies in this and following courses refer to the corresponding numbers in List A.

1st Term.
- Arithmetic.
- Vocal Music, 54.
- Physiology.
- English.

2d Term.
- Algebra, beginning.
- U. S. History.
- Grammar.
- English.

NINTH GRADE.—LANGUAGE COURSE.

1st Term.
- Algebra, beginning.
- Grammar.
- U. S. History.
- Latin I, 21, or German I, 38.

2d Term.
- Arithmetic.
- Vocal Music, 54.
- Physiology.
- Latin II, 22, or German II, 39

FIVE YEARS' CERTIFICATE COURSE.

FIRST YEAR.

1st Term.
- Drawing, 2.
- Rhetoric, 8.
- Algebra II, 47.
- *Elective.*

2d Term.
- English History, 15.
- Botany, 69.
- Algebra III, 48.
- *Elective.*

SECOND YEAR

1st Term.
- Zoölogy, 70. | Penmanship, 1.
- English Literature, 9.
- Plane Geometry, 49.
- Arithmetic, Tchr. Ac. Rev., 46. | Grammar, Tchr. Ac. Rev., 7.

2d Term.
- *Elective.*
- U. S. Political History, 14.
- Psychology, 81.
- Geog., Tchr. Ac. Rev., 73. | Reading & Orth., Tchr. Ac. Rev., 6.

THIRD YEAR.

1st Term.
- Physiology, Tchr. Ac. Rev., 68. | Hist. of Education, 92.
- Psychology Applied, 82
- Physics I, 74.
- Arith. & Gram., Prof. Tr., 84, 85. | Rdg. & Geog., Prof. Tr., 86, 87.

2d Term.
- Physics II, 75.
- Sci. of Govt., Tchr. Ac. Rev., 4. | Hist. & Sci., Prof. Tr., 88, 89.
- Teaching, 96.
- Teaching, 97.

KINDERGARTEN COURSE.

FIRST YEAR.

1st Term.
- Drawing, 2.
- Rhetoric, 8.
- Algebra II, 47.
- Vocal Music, 54.

2d Term.
- English History, 15.
- Botany, 69.
- Algebra III, 48.
- Physiology, Tchr. Ac. Rev., 68. | Sci. of Govt., Tchr. Ac. Rev., 4.

SECOND YEAR.

1st Term.
- English Literature, 9.
- Plane Geometry, 49.
- Zoölogy, 70. | Penmanship, 1.
- Rdg. & Orth., Tchr. Ac. Rev., 6. | Geog., Tchr. Ac. Rev., 73.

2d Term.
- U. S. Political History, 14.
- Psychology, 81.
- Solid Geometry, 50.
- Arithmetic, Tchr. Ac. Rev., 46. | Grammar, Tchr. Ac. Rev., 7.

THIRD YEAR.

1st Term.
- Kindergarten Instruction and Methods, 98.
- Psychology Applied, 82.
- Physics I, 74.
- Arith. & Gram., Prof. Tr., 84, 85. | Rdg. & Geog., Prof. Tr., 86, 87.

2d Term.
- Physics II, 75.
- History and Science, Pr. Tr., 88, 89. | History of Education, 92.
- Teaching, 96.
- Teaching, 97.

REQUISITES FOR ADMISSION.

See also "Explanation of Courses."

Graduates of approved High Schools will be admitted upon diploma, without entry examination. Other applicants for admission must sustain a satisfactory examination in the following subjects:

(*a.*) Arithmetic, including the facts, principles, and operations of simple and compound numbers, of fractions, of ratio and proportion, of percentage and its applications, and of square root.

(*b.*) English Grammar, including the parts of speech and their uses or relations in connected discourse, and the structure and analysis of sentences.

(*c.*) Geography, including position, boundaries, and coast lines of grand divisions; location of the great plateaus and lower lands; position and direction of mountain ranges; the source, course, and discharge of rivers; boundaries, capitals, and chief cities of political divisions; and, in general, the contents of the maps of a good Grammar School Geography.

Note.—In general, it may be said of the three studies named above, that students are admitted to membership in the Normal School proper, when examination shows them to be able to complete these subjects, in their strictly academic aspects, by the ten-weeks Teacher's Academic Reviews named elsewhere in "List A" (of studies offered).

(*d.*) Spelling.

The preparatory work in Algebra includes the following topics: Addition, Subtraction, Multiplication, Division, Factoring, Greatest Common Divisor, Least Common Multiple, and Fractions.

Preparatory classes in the Common Branches and Algebra will be organized in the Ninth Grade at the beginning of each term. These classes afford opportunity for those who are found deficient in

any of the requisites for admission, to make the necessary preparation, but students will not be required to remain in any of these classes longer than is necessary to make up such deficiency.

Reference to the Courses of Study will show that these subjects, in their more advanced phases, are all pursued in the Normal School proper. The requisites mentioned in the preceding paragraphs are preparatory to these final courses.

The regular Normal School classes in Geography, Grammar, Arithmetic, Penmanship, Reading and Orthography, and Civil Government are organized at the beginning of each half-term. Students will find it greatly to their advantage to enter at the beginning of a term, or, if this is not practicable, at the beginning of a half-term. See "Announcements."

REQUISITES FOR ENTERING ADVANCED CLASSES.

If the examination for admission shows that a student is prepared to enter the School, a final examination will be given, when desired, in the academic matter of any study, and the student will be credited with the standing shown by such examination. Accepted standings from other schools will also be credited for advanced work; but

OBSERVE

that certificates of standing from other schools or institutions will not be taken in those branches required by law for the legal license to teach, namely: Orthography, Reading, Writing, Geography, Grammar, Arithmetic, U. S. History, Civil Government, and that part of Physiology and Hygiene which has special reference to the effect of alcoholic drinks, stimulants, and narcotics, upon the human system.

Certificates of standing, except in the third grade certificate studies named above, will be accepted in place of examinations, from schools as follows:

1. From the University of Michigan, the Agricultural College, and all incorporated Michigan Colleges.

2. From all schools whose graduates are admitted to the University upon a diploma.

3. From schools approved by the heads of departments in the Normal School.

4. From all other Michigan schools engaged in High School work, upon the following conditions:

Students bringing standings from schools not yet placed upon the list of accepted schools, will be referred to the heads of the departments concerned, who will confer with them concerning the extent of their progress, the length of time given to each study, etc., satisfy themselves as to thoroughness and extent of acquirement by examination more or less formal, as the case may require, and credit them with the full value of their work.

Under these conditions, all schools not at present upon the list are most cordially invited to send standings.

5. Certificates of standing must be signed by the proper officer of a college, or by the superintendent or principal teacher of the school which issues them, and *should state definitely the text-book used, the amount and quality of work done, and the time given to the study.* Blank forms for these certificates will be furnished on application.

If students are found seriously deficient in any branch of study for which they have received credit upon certificate, the right to require them to pursue such study in regular classes before graduation, is expressly reserved.

COURSES OF INSTRUCTION.

1. Four daily studies pursued for 40 weeks (160 weeks of work constitute the regular work for one school year. The satisfactory completion of 480 weeks of such work (three years) makes up the amount necessary for the completion of either of the two courses leading to a certificate or license to teach in the public schools of Michigan, good for five years; and 640 weeks of such work are required for the completion of any of the four years' courses leading to a diploma and a life certificate. The detailed requirements are set forth in the Courses of Study on the following pages.

2. The Advanced Courses, leading to a life certificate and a diploma carrying with it the degree of Bachelor of Pedagogics, cover 960 weeks of work, as follows:

(*a.*) For those who have completed either of the three years' courses, 480 weeks of additional work selected from the studies named in Lists A and B.

(*b.*) For those who have completed any one of the four years' courses, 320 weeks of additional work, selected as shown under 2, *a* above:

(*c.*) Provided, that among the studies so selected shall be professional studies as follows: Numbers 82 and 92 of List A, and numbers 100, 101, 102, and 104 of List B, unless a record has already been made in them.

3. The "satisfactory completion" of any study is to be understood as follows:

(*a.*) A record earned in the study by regular class work, or else by examination, if the study be Arithmetic, Grammar, Geography, Spelling, Reading and Orthoëpy, Civil Government, History of the

MODERN CLASSICAL COURSE.

FIRST YEAR.

1st Term.
- German I, 38. (9th Grade.)
- Algebra II, 47.
- Drawing, 2.
- Penmanship, 1. | Sci. of Govt., Tchr. Ac. Rev., 4.

2d Term.
- German II, 39. (9th Grade.)
- Algebra III, 48.
- Rhetoric, 8.
- Geog., Tchr. Ac. Rev., 73. | Rdg. & Orth., Tchr. Ac. Rev., 6.

SECOND YEAR.

1st Term.
- German III, 4c.
- French I, 33.
- Plane Geometry, 49.
- Continental History, 20.

2d Term.
- German IV, 41.
- French II, 34.
- Solid Geometry, 50.
- Arith., Tchr. Ac. Rev., 46. | Gram., Tchr. Ac. Rev., 7.

THIRD YEAR.

1st Term.
- German V, 42.
- French III, 35.
- Psychology, 81.
- U. S. Political History, 14.

2d Term.
- German VI, 43.
- French IV, 36.
- Psychology Applied, 82.
- Physics I, 74, or Botany, 69.

FOURTH YEAR.

1st Term.
- French V, 37.
- Physics II, 75, or Zoölogy, 70, and Comparative Zoölogy, 71.
- Modern Lit. & Meth., 91. | Physiology, Tchr. Ac. Rev., 68.
- Arith. & Gram., Prof. Tr., 84, 85. | Rdg. & Geog., Prof. Tr., 86, 87.

2d Term.
- German VII, 44.
- Hist. & Sci., Prof. Tr., 88, 89. | Lab. Prac., 94 or 95, or Hist. of Ed., 92.
- Teaching, 96.
- Teaching, 97.

ENGLISH GERMAN COURSE.

FIRST YEAR.

1st Term.
- German I, 38. (9th Grade.)
- Algebra II, 47.
- Drawing, 2.
- Penmanship, 1. | Sci. of Govt., Tchr. Ac. Rev., 4.

2d Term.
- German II, 39. (9th Grade.)
- Algebra III, 48.
- Rhetoric, 8.
- Geog., Tchr. Ac. Rev., 73. | Rdg. & Orth., Tchr. Ac. Rev., 6.

SECOND YEAR.

1st Term.
- German III, 40.
- Plane Geometry, 49.
- Continental History, 20
- English Literature, 9.

2d Term.
- German IV, 41.
- Solid Geometry, 50.
- Physics I, 74.
- Arithmetic, Tchr. Ac. Rev., 46. | Gram., Tchr. Ac. Rev., 7.

THIRD YEAR.

1st Term.
- German V, 42.
- Psychology, 81.
- U. S. Political History, 14.
- Physics II, 75.

2d Term.
- German VI, 43.
- American Literature, 11.
- Psychology Applied, 82.
- Arith. & Gram., Prof. Tr., 84, 85. | Rdg. & Geog., Prof. Tr., 86, 87.

FOURTH YEAR.

1st Term.
- Chemistry, 77, or Zoölogy, 70, and Comparative Zoölogy, 71.
- Modern Lit. & Meth., 91. | Physiology, Tchr. Ac. Rev., 68.
- Teaching, 96.
- Teaching, 97.

2d Term.
- German VII, 44.
- Laboratory Practice, 94, or 95. | Hist. of Education, 92.
- *Elective.* | History & Science, Prof. Tr. 88, 89.
- *Elective.*

ENGLISH FRENCH COURSE.

FIRST YEAR.

1st Term.
- Vocal Music, 54.
- Drawing, 2.
- Algebra II, 47.
- Penmanship, 1. | Sci. of Govt., Tchr. Ac. Rev., 4.

2d Term.
- Botany, 69.
- Rhetoric, 8.
- Algebra III, 48.
- Geography, Tchr. Ac. Rev., 73. | Rdg. & Orth, Tchr. Ac. Rev., 6.

SECOND YEAR.

1st Term.
- French I, 33.
- Continental History, 20.
- Plane Geometry, 49.
- English Literature, 9.

2d Term.
- French II, 34.
- Psychology, 81.
- Solid Geometry, 50.
- Arithmetic, Tchr. Ac. Rev., 46. | Grammar, Tchr. Ac. Rev., 7.

THIRD YEAR.

1st Term.
- French III, 35.
- Psychology Applied, 82.
- Physics I, 74.
- U. S. Political History, 14.

2d Term.
- French IV, 36.
- American Literature, 11.
- Physics II, 75.
- Arith. & Gram., Prof. Tr., 84, 85. | Rdg. & Geog., Prof. Tr., 86, 87.

FOURTH YEAR.

1st Term.
- French V, 37.
- Mod. Lit. and Meth., 91. | Physiology, Tchr. Ac. Rev., 68.
- Teaching, 96.
- Teaching, 97.

2d Term.
- *Elective.*
- Laboratory Practice, 94 or 95. | History of Education, 92.
- *Elective.* | History and Science, Prof. Tr., 88, 89.
- *Elective.*

LATIN GERMAN COURSE.

FIRST YEAR.

1st Term.
- Latin or German I (9th Grade), 21 or 38.
- Algebra II, 47.
- Drawing, 2.
- Penmanship, 1 | Sci. of Govt., Tchr. Ac. Rev., 4.

2d Term.
- Latin or German II (9th Grade), 22 or 39.
- Algebra III, 48.
- Grecian and Roman History, 19.
- Rhetoric, 8.

SECOND YEAR.

1st Term.
- Latin III, 23.
- German III, 40.
- Continental History, 20.
- Plane Geometry, 49.

2d Term.
- Latin IV, 24.
- German IV, 41.
- U. S. Political History, 14.
- Solid Geometry, 50.

THIRD YEAR.

1st Term.
- Latin V, 25.
- German V, 42.
- Psychology, 81.
- Arith., Tchr. Ac. Rev., 46. | Gram., Tchr. Ac. Rev., 7.

2d Term.
- Latin VI 26.
- German VI, 43.
- Geog., Tchr. Ac. Rev., 73. | Rdg. & Orth., Tchr. Ac. Rev., 6.
- Psychology Applied, 82.

FOURTH YEAR.

1st Term.
- Latin VII, 27.
- Physiology, Tchr. Ac. Rev., 68. | History of Education, 92.
- *Modern Lit. and Meth., 91. | Classical Lit. and Meth., 90.
- Arith. & Gr., Prof. Tr., 84, 85. | Rdg. & Geog., Prof. Tr., 86, 87

2d Term
- Latin VIII, 28.
- German VII, 44.
- Teaching, 96.
- Teaching, 97.

*Vocal Music may be elected instead of the 20 weeks of literature and methods.

ENGLISH LATIN COURSE.

FIRST YEAR.

1st Term.
- Latin I, 21. (9th Grade.)
- Algebra II, 47.
- Drawing, 2.
- Penmanship, 1. | Sci. of Govt., Tchr. Ac. Rev., 4.

2d Term.
- Latin II, 22. (9th Grade.)
- Grecian and Roman History, 17.
- Algebra III, 48.
- Rhetoric, 8.

SECOND YEAR.

1st Term.
- Latin III, 23.
- English Literature, 9.
- Plane Geometry, 49.
- Geog., Tchr. Ac. Rev., 73. Rdg. & Orth., Tchr. Ac. Rev., 6.

2d Term.
- Latin IV, 24.
- Psychology, 81.
- Solid Geometry, 50.
- Arith., Tchr. Ac. Rev., 40. | Gram., Tchr. Ac. Rev., 7.

THIRD YEAR.

1st Term.
- Latin V, 25.
- Psychology Applied, 82.
- Physics I, 74.
- U. S. Political History, 14.

2d Term.
- Latin VI, 80.
- American Literature, 11.
- Physics II, 75.
- Arith. & Gram., Prof. Tr., 84, 85. Rdg. & Geog., Prof. Tr., 86, 87.

FOURTH YEAR.

1st Term.
- Latin VII, 81.
- Physiology, Tchr. Ac. Rev., 68. Classical Lit. & Methods, 90.
- Teachers' [illegible]
- Teachers' [illegible]

2d Term.
- Latin VIII, 28.
- Laboratory Practice, [illegible] Pedagogy, Prof. Tr., 92.
- [illegible] Hist. & Sci., Prof. Tr., 88, 89.
- [illegible]

SHORTER GERMAN COURSE.

FIRST YEAR.

1st Term.
- German I, 38.
- Algebra II, 47.
- Drawing, 2.
- Penmanship, 1. | Science of Govt., Tchr. Ac. Rev., 4.

2d Term.
- German II, 39.
- Algebra III, 48.
- Rhetoric, 8.
- Vocal Music, 54, or English History, 15.

SECOND YEAR.

1st Term.
- German III, 40.
- Plane Geometry, 49.
- Continental History, 20.
- English Literature, 9.

2d Term.
- German IV, 41.
- Solid Geometry, 50.
- Physics I, 74.
- Arith., Tchr. Ac. Rev., 46. | Gram., Tchr. Ac. Rev., 7.

THIRD YEAR.

1st Term.
- Geog., Tchr. Ac. Rev., 73. | Rd. and Orth., Tchr. Ac Rev., 6.
- Psychology, 81.
- U. S. Political History, 14.
- Physics II, 75.

2d Term.
- Botany, 69.
- American Literature, 11.
- Psychology Applied, 82.
- Ar. and Gram., Prof. Tr., 84, 85. | Rd. and Geog., Pr. Tr., 86, 87.

FOURTH YEAR.

1st Term.
- Chemistry, 77, or Zoölogy, 70, 71.
- Physiol., Tchr. Ac. Rev., 68. | Modern Lit. and Methods, 91.
- Teaching, 96.
- Teaching, 97.

2d Term
- Astronomy, 79, or Chemistry, 77, or Study of Masterpieces, 13.
- Laboratory Practice, 94 or 95. | History of Education, 92.
- *Elective.* | Hist. and Sci., Prof. Tr., 88, 89.
- *Elective.*

MUSIC COURSE.

FIRST YEAR.

1st Term.
- Vocal Music, 54.
- Voice Culture I, 56.
- Penmanship, 1. | Sci. of Govt., Tchr. Ac. Rev., 4.
- Modern Language.

2d Term
- Advanced Vocal Music, 55.
- Voice Culture II, 57.
- Rhetoric, 8.
- Modern Language.

SECOND YEAR.

1st Term.
- Harmony I, 62.
- Voice Culture III, 58, or *Instrumental Music.
- English Literature, 9.
- Modern Language.

2d Term.
- Harmony II, 63.
- Voice Culture IV, 59, or Instrumental Music.
- U. S. Political History, 14.
- Modern Language.

THIRD YEAR.

1st Term.
- Musical Composition, 65.
- General History, 16.
- Psychology, 81.
- Arith., Tchr. Ac. Rev., 46. | Gram., Tchr. Ac. Rev., 7.

2d Term.
- Voice Culture V, 60, or Instrumental Music.
- Geog., Tchr. Ac. Rev., 73. | Rdg. & Orth., Tchr. Ac. Rev., 6.
- Physics I, 74.
- Psychology Applied, 82

FOURTH YEAR.

1st Term.
- Advanced Harmony, 64, or Counterpoint, 67.
- Physics II, 75.
- Arith. & Gram., Prof. Tr., 84, 85. | Rdg. & Geog., Prof. Tr., 86, 87.
- Physiology, Tchr. Ac. Rev., 68. | *Elective.*

2d Term.
- History and Literature of Music, 66.
- Voice Culture VI, 61, or Instrumental Music.
- Teaching, 96.
- Teaching, 97.

*The cost of instruction in Instrumental Music is paid by the pupil.

NOTES ON THE THREE AND THE FOUR YEARS' COURSES OF STUDY.

1. In the choice of Elective Studies, regard must be had to the schedule of daily exercises. That is, the choice of such studies may be limited, in certain instances, by the possibilities of the schedule. It will sometimes happen that a desired elective study cannot be taken on account of conflict with some required study.

2. The choice of elective studies must also be made with due regard to suitable and necessary sequence. No study may be selected until the student is prepared for it by adequate knowledge of whatever necessarily precedes it. A record in the Teachers' Academic Reviews of Arithmetic, Grammar, Geography, and Reading and Orthography, and at least ten weeks in Psychology should precede Professional Training in common branches (see List A, 84-89.)

PROFESSIONAL COURSE FOR GRADUATES OF COLLEGES.

Persons holding an academic degree from the University of Michigan or from an incorporated college, may receive a life license to teach and the degree of Bachelor of Pedagogics upon completion of the following course, provided this academic work, done in college, be equivalent to the requirements made of Normal students for the degree of B. Pd.

1	Mental Science Applied to Teaching	20 weeks.
2	Professional Training in Common Branches	20 "
3	History of Education	10 "
4	Practice Teaching and Supervision	20 "

The applicant must furnish satisfactory evidence by examination or otherwise that he has a thorough knowledge of common branches as follows: Spelling and Orthoëpy, Grammar, Geography, Arithmetic, History of the United States, Civil Government, and Physiology and Hygiene so far as they have reference to the effects of narcotics and stimulants upon the human system. A residence of one-half year is also required.

THE DEGREE OF BACHELOR OF PEDAGOGICS.

Upon recommendation by the Faculty, this degree may be conferred, under the following conditions:

1. The candidate must be a graduate of the Michigan State Normal School in one of the four years' courses;

2. He must have completed additional studies as follows:

(*a.*) The professional work specified on page 19, 2, *c.*

These studies must be pursued in class at the Normal School or else passed by examination.

(*b.*) Academic studies selected from Lists A and B, or the full equivalent of these studies, sufficient in amount to make up the required 320 weeks of additional studies. See page 19, 2, *b.*

These academic studies are to be ***satisfactorily completed,*** as shown on page 19, 3, *a* and *b.*

THE DEGREE OF MASTER OF PEDAGOGICS.

Any person holding the degree of Bachelor of Pedagogics of the Michigan State Normal School, may upon application receive the degree of Master of Pedagogics upon the following conditions:

(*a.*) He shall furnish evidence satisfactory to the Faculty that he has been engaged in teaching or in school supervision continuously and with pronounced success for five years since receiving the Bachelor's degree.

(*b.*) He shall prepare and present a thesis acceptable to the said Faculty, upon some subject connected with the History, Science, or Art, of Education, the Faculty reserving the right to assign the subject of such thesis.

COURSES FOR HIGH SCHOOL GRADUATES.

These courses, as given in the following pages, have been formed to meet the wants of such High School graduates as desire to prepare for teaching, and they are open to all who have completed a course in a twelve-grade High School approved by the State Board of Education upon recommendation of the Faculty of the Normal School. (For conditions of approval, see below.)

The courses of study of such approved schools should embrace Arithmetic, Algebra, Plane and Solid Geometry; English Grammar, Rhetoric, English Literature; Political, Mathematical, and Physical Geography; Botany, Physiology, Elements of Zoölogy; Physics, Chemistry; Civil Government, United States History, General History; Grecian and Roman History; English History; Latin, four years; Greek, two years; German, two years; French, one year. Schools whose courses of study do not embrace all these groups of subjects, as indicated above, may be approved for one or more of their courses and their graduates will be admitted to such work in the Normal School as their preparation will warrant.

The High Schools of the state are cordially invited to enter into this relation with the State Normal School, and to gain a place on the list of approved schools, by making a request to this effect, either through the Principal, the Superintendent, or any officer of the School Board, accompanied by a School Catalogue or other evidence of the character of the work done.

When the status of any school shall have been determined either by means of the material thus furnished, or by visitation or otherwise, such school will be informed of the decision made with reference to it, and, if favorable, its graduates will be admitted without examination to such of the courses shown below as their High School work has prepared them to enter, *provided they present their diplomas within two and one half years from the time of their graduation.*

Schools which shall be approved shall be entitled to send their

graduates on diploma for a period of three years after date of approval, provided that in this period no important changes affecting the courses of study and the efficiency of the instruction be made. In case of such changes, the Faculty reserve the right to make another inspection. It is expected that the authorities of each approved school shall annually send to the Principal a catalogue of the school, or, if no catalogue is published, that they shall send a statement, giving the names of the teachers, the number of pupils, and a description of the courses of study.

The Principal will furnish further information on this subject to those desiring it.

The Courses for High School graduates are as follows:

ONE YEAR COURSES.

LEADING TO A FIVE YEARS' CERTIFICATE.

NOTE.—The numbers placed after the names of studies in this and following courses refer to the corresponding numbers in Lists A and B.

I.

1st Term.
- Psychology, 83. | Physiology, Tchr. Ac. Rev., 68.
- Rd. and Orth., Tchr. Ac. Rev., 6. | Arith., Tchr. Ac. Rev., 46.
- Gram., Tchr. Ac. Rev., 7. | Geog., Tchr. Ac. Rev., 73.
- Ar. and Gr., Prof. Tr., 84, 85. | Rd. and Geog., Prof. Tr., 86, 87.

2d Term.
- Psychology applied, 82.
- U. S. Political History, 14.
- Teaching, 96.
- Teaching, 97.

II. KINDERGARTEN COURSE.

1st Term.
- Psychology, 81.
- Ar., Tchr. Ac. Rev., 46. | Ar. and Gram., Prof. Tr., 84, 85.
- Kindergarten Instruction and Methods, 98.
- Drawing, 2.
- Vocal Music, 54.

2d Term.
- Psychology applied, 82.
- Rd. and Orth., Tch. Ac. Rev., 6. | Geog., Tch. Ac. Rev., 73.
- Rd. and Geog., Prof. Tr., 86, 87. | History of Education, 92.
- Teaching in Kindergarten, 96. | Teaching in Primary, 97.

TWO YEARS' COURSES.

LEADING TO A DIPLOMA AND A LIFE CERTIFICATE.

I. LITERARY COURSE.

FIRST YEAR.

1st Term.
- Drawing, 2.
- Arithmetic, Tchr. Ac. Rev., 46. | Grammar, Tchr. Ac. Rev., 7.
- U. S. Political History, 14.
- Psychology, 81.

2d Term.
- Reading & Orth., Tchr. Ac. Rev., 6. | Geog., Tchr. Ac. Rev., 73.
- Psychology Applied, 82.
- Arith. & Gram., Prof. Tr., 84, 85. | Rdg. & Geog., Prof. Tr., 86, 87.
- Adv. English Literature, 10. | Sci. of Govt., Tchr. Ac. Rev., 4.

SECOND YEAR.

1st Term.
- Old and Middle English, 12.
- Institutes of History, 19.
- Teaching, 96.
- Teaching, 97.

2d Term.
- Study of Masterpieces, 13.
- English Constitutional History, 18.
- Laboratory Practice, 94 or 95. | History of Education, 92.
- Physiology, Tchr. Ac. Rev., 68. | Hist. & Sci., Prof. Tr., 88, 89.

II. SCIENTIFIC COURSE.

FIRST YEAR.

1st Term.
- Psychology, 81.
- Drawing, 2.
- Rd. and Orth., Tchr. Ac. Rev., 6. | Geog., Tchr. Ac. Rev., 73.
- Arith., Tchr. Ac. Rev., 46. | Gram., Tchr. Ac. Rev., 7.

2d Term.
- Trigonometry, 52. | Physical Technics, 93.
- Arith. & Gr., Prof. Tr., 84, 85. | Rd. & Geog., Prof. Tr., 86, 87.
- U. S. Political History, 14.
- Botany, Struct. & Crypt., (10 weeks), 69. | Hist. of Education, 92.

SECOND YEAR.

1st Term.
- Higher Algebra, 51.
- Psychology Applied, 82.
- Teaching, 96.
- Teaching, 97.

2d Term.
- Advanced Chemistry, 78.
- Advanced Physics, 76.
- Laboratory Practice, 94 or 95. | History of Education, 92.
- Physiology, Tchr. Ac. Rev., 68. | Sci. of Govt., Tchr. Ac. Rev., 4.

III. ANCIENT CLASSICAL COURSE.

FIRST YEAR.

1st Term.
- Latin IX, 108, or Greek V, 112.
- Drawing, 2.
- Rdg. and Orth., Tchr. Ac. Rev., 6. | Gram., Tchr. Ac. Rev. 7.
- Psychology, 81.

2d Term.
- Latin X, 109, or Greek VI, 113.
- Arith., Tchr. Ac. Rev., 46. | Geog., Tchr. Ac. Rev., 73.
- U. S. Political History, 14.
- Physiology, Tchr. Ac. Rev., 68. | Hist. & Sci., Prof. Tr., 88, 89.

SECOND YEAR.

1st Term.
- Latin XI, 110, or Greek VII, 114, or *Elective.*
- Psychology Applied, 82.
- Arith. & Gram., Prof. Tr., 84, 85. | Rdg. & Orth., Prof. Tr., 86, 87.
- Sci. of Govt., Tchr. Ac. Rev., 4. | Classical Lit. & Meth., 90.

2d Term.
- Latin XII, 111, or Greek VIII, 115, or *Elective.*
- Lab. Practice, 94 or 95. | History of Education, 92.
- Teaching, 96.
- Teaching, 97.

IV. MODERN CLASSICAL COURSE.

FIRST YEAR.

1st Term.
- German V, 42, or French III, 35.
- U. S. Political History, 14.
- Psychology, 81.
- Sci. of Govt., Tchr. Ac. Rev., 4. | *Elective.*

2d Term.
- German VI, 43, French IV, 36.
- Arith., Tchr. Ac. Rev., 46. | Gram., Tchr. Ac Rev., 7.
- Psychology Applied, 82.
- Rdg. & Orth., Tchr. Ac. Rev., 6. | Geog., Tchr. Ac. Rev., 73.

SECOND YEAR.

1st Term.
- French V, 37, or *Elective.*
- Drawing, 2.
- Arith. & Gram., Prof. Tr., 84, 85. | Rdg. & Geog., Prof. Tr., 86, 87
- Modern Lit. & Meth., 91. | History of Education, 92.

2d Term.
- German VII, 44.
- Physiology, Tchr. Ac. Rev., 68. | History & Sci., Prof. Tr., 88, 89.
- Teaching, 96.
- Teaching, 97.

V. ENGLISH GERMAN COURSE.

FIRST YEAR.

1st Term.
- German V, 42.
- Psychology, 81.
- Rdg. & Orth., Tchr. Ac. Rev., 6. | Geog., Tchr. Ac. Rev., 73.
- Arithmetic, Tchr. Ac. Rev., 46. | Gram., Tchr. Ac. Rev., 7.

2d Term.
- German VI, 43.
- Arith. & Gram., Prof. Tr., 84, 85. | Rdg. & Geog., Prof. Tr., 86, 87.
- Drawing, 2.
- Psychology Applied, 82.

SECOND YEAR.

1st Term.
- Chemistry, 77, or Zoölogy, 70, and Comparative Zoölogy, 71.
- Modern Lit. & Meth., 91. | Physiology, Tchr. Ac. Rev., 68.
- Teaching, 96.
- Teaching, 97.

2d Term.
- German VII, 44.
- Sci. of Govt., Tchr. Ac. Rev., 4. | Hist. & Science, Prof. Tr. 88, 89.
- U. S. Political History, 14.
- Laboratory Practice, 94, or 95. | Hist. of Education, 92.

VI. ENGLISH FRENCH COURSE.

FIRST YEAR.

1st Term.
- French III, 35.
- Psychology, 81.
- Rdg. & Orth, Tchr. Ac. Rev., 6. | Geography, Tchr. Ac. Rev., 73.
- Arithmetic, Tchr. Ac. Rev., 46. | Grammar, Tchr. Ac. Rev., 7.

2d Term.
- French IV, 36.
- Arith. & Gram., Prof. Tr., 84, 85. | Rdg. & Geog., Prof. Tr., 86, 87.
- Drawing, 2.
- Psychology Applied, 82.

SECOND YEAR.

1st Term.
- French V, 37.
- Mod. Lit. and Meth., 91. | Sci. of Govt., Tchr. Ac. Rev., 4.
- Teaching, 96.
- Teaching, 97.

2d Term.
- American Literature, 11.
- Physiology, Tchr. Ac. Rev., 68. | Hist. and Sci., Prof. Tr., 88, 89.
- U. S. Political History, 14.
- Laboratory Practice, 94 or 95. | History of Education, 92.

VII. LATIN GERMAN COURSE.

FIRST YEAR.

1st Term.
- German V, 42.
- U. S. Political History, 14.
- Rdg. & Orth., Tchr. Ac. Rev., 6. | Geog., Tchr. Ac. Rev., 73.
- Psychology, 81.

2d Term.
- German VI, 43.
- Drawing, 2.
- Arithmetic, Tchr. Ac. Rev., 46. | Grammar, Tchr. Ac. Rev., 7.
- History of Education, 92. | *Elective.*

SECOND YEAR.

1st Term.
- Latin IX, 108.
- Psychology Applied, 82.
- Arith. & Gram., Prof. Tr., 84, 85. | Rdg. & Geog., Prof. Tr., 86, 87.
- Modern Lit. and Methods, 91. | Classical Lit. and Methods, 90.

2d Term.
- German VII, 44.
- Physiology, Tchr. Ac. Rev., 68. | Sci. of Govt., Tchr. Ac. Rev., 4.
- Teaching, 96.
- Teaching, 97.

EXPLANATION OF COURSES.

GENERAL INSTRUCTION IN THE SCIENCE AND ART OF TEACHING.

This course precedes the special courses in methods of teaching the various branches, and is designed to prepare the student to receive such special instruction with advantage. At least ten weeks of instruction in Psychology must precede any such special instruction in methods of teaching.

(1.) The course includes the study, for one full term of twenty weeks, of the *Elements of Psychology*, embracing the elementary principles of both mental and moral science. The truth is recognized that the art of teaching must be based upon the science of education, and that the science of education has its ultimate basis in the science of mind. Methods of teaching can be only empirical to those who possess no knowledge of the powers of the soul or of the various modes of mental activity.

(2.) After this preliminary study of mind, instruction is given for twenty weeks in the *General Application of Psychology* to the theory of education and to the art of teaching, including the subjects of school organization, school government, and related topics.

The discussions under this head include a consideration of the nature and purposes of education; of the agencies and forces employed in the work of educating the child; the province and work of schools and teachers; and the extent and limitations of their responsibility.

The order in which both the physical and mental powers are developed; the conditions of harmonious and healthy development, and the means by which such development is best secured, are also considered.

From the laws of development and from the fundamental laws of the mind's activity, which together constitute the most essential

principles of the science of education or pedagogics, both general and special laws of teaching or of pedagogy are deduced. An effort is made, by familiar illustrations and examples, to show the practical value of these laws in the work of the school and in the class room. Special applications of these laws to particular branches of instruction are made by the heads of the various departments, and also by those in charge of the Training School.

(3.) Instruction is given in respect to the *School System and School Laws of Michigan;* and in this connection the duties, obligations, and rights of teachers are considered. Attention is also given to the powers and duties of School Boards, of Superintendents and Principals of graded schools, and the subordinate teachers in such schools.

The character of ungraded schools; the peculiar nature of graded schools; the processes of grading and classifying; the principles which should guide in the promotion of pupils; modes of examination with their benefits and evils, and other related topics, are fully discussed.

(4.) *The History of Education* occupies alternate days during one term. Attention is given to the history of schools, of school systems, and of education generally. Instruction is given partly by lectures with references for abundant reading, and partly by the use of a text-book.

The progressive development of methods of teaching is illustrated by reference to the lives, labors, and principles of the great leaders in educational reform and advancement. In this way the relation of the present to the past is clearly shown, and the direction of real progress is discovered.

(5.) The Advanced courses leading to the degree of Bachelor of Pedagogics include more extended study and instruction in Psychology, embracing the principles of moral as well as mental science; and an examination of portions of the history of philosophy, especially with reference to its connection with systems of education, and more extended study of educational history, of systems of education, of general methods of instruction, and of educational literature. The seminary methods will be adopted so far as circumstances will permit.

A Kindergarten Course is established to meet the demand for kindergartners and primary teachers who are expert in kindergarten methods. It affords opportunity to those desirous of acquainting themselves with the principles of the kindergarten to take a course of instruction in this subject.

The Course consists of:

(*a.*) Lectures on the kindergarten principles and system, and the philosophy of the gifts and occupations.

(*b.*) A series of exercises in the use of the gifts and occupations as employed in the kindergarten, and as adapted to the different grades of primary schools. This includes instruction in clay-modeling, coloring, parquetry work, ring-laying, perforating, paper-folding, paper-cutting and pasting; designing with rings, sticks, tablets, etc.; mat-weaving, block-building, cardboard modeling, and all the usual practical work of a kindergarten course.

(*c.*) Practice teaching in the kindergarten and primary grades.

Candidates for this course must be proficient in English, and have the same knowledge of Psychology and Methods of Teaching as is required of students in other courses before entering upon practice teaching.

MATHEMATICS.

In addition to the academic work necessary to complete the different branches of Mathematics named in the several Courses of Study, professional instruction is given as follows:

In Arithmetic, to elucidate the natural order and relations of the various topics of arithmetic, their necessary subdivisions in order to successful teaching, and the adaptation of the study as a means of developing and training the powers of the pupil in each of the several grades of the public schools. This instruction is given in the classes in Professional Instruction in Arithmetic.

In the Elements of Algebra, to develop a perception of the uses of algebra as a means of education, and to give facility in applying the subject in the attainment of its appropriate ends. The profes-

sional instruction in algebra and geometry is given in the regular classes in these subjects.

In the Elements of Geometry, to show the adaptation of geometry as an educational factor, to develop originality and variety in forms of work, and to cultivate ability to direct and lead in the investigation of geometrical truth, in the discovery of new properties and relations of figures, and in the demonstration of theorems and the solution of problems not before met with.

Higher Algebra. This subject is pursued with a view chiefly of familiarizing the student with the notation and methods of higher analysis, and to put into his hands the instrument employed in the prosecution of the investigations of modern physical mathematics.

Trigonometry and Surveying are taught both in the class room and in the field. Special attention is given to the development of facility in the manipulation of instruments and the solution of problems lying within the range of ordinary practical surveying.

Students pursuing the advanced courses leading to the degree of Bachelor of Pedagogics are offered a term of 20 weeks in one of the following subjects: Calculus, Advanced Higher Algebra, or Higher Geometry.

TEXT-BOOKS.

Arithmetic,	Milne.
Algebra,	Bellows.
Geometry,	Bellows
Trigonometry,	Bellows.
Surveying,	Bellows.

ENGLISH LANGUAGE AND LITERATURE.

GRAMMAR.

In the Academic work in English Grammar, special attention is given to the analysis of sentences with a view to understanding the use and relations of words in sentence structure. In this respect Grammar is thought of, not as a set of rules to be committed to memory, but as a disciplinary study of high value.

RHETORIC.

After a mastery of the ordinary text-book work, attention is given to applying the principles learned, to written exercises. No student is allowed to leave the subject without several weeks of drill in English composition. Essays, narrative, descriptive, argumentative, historical, and biographical, are prepared by each student and criticised by the teacher.

LITERATURE.

The full course in Literature extends through four terms, as follows:

1. History of English Literature. This includes an acquaintance with authors in the following particulars: Times in which they lived; leading events of their lives, especially such as influenced their writings; names and character of their principal works.

2. Advanced English Literature. This consists of direct study of authors, with critical class reading; collecting opinions of reviewers and critics and comparing them; writing reviews and criticisms of masterpieces.

3. One term is devoted to American Literature. The work corresponds in plan to that under Advanced English.

4. In the Literary Course, the last year is devoted to Old and Middle English, and a critical study of English Masterpieces.

5. In the courses leading to the degree of Bachelor of Pedagogics, Advanced Rhetoric is offered. Here an attempt is made to get beyond the stereotyped rules of the text-books, and to become acquainted with the principles and philosophy of style by a seminary course of reading in the library.

TEXT-BOOKS.

Grammar,	Reed and Kellogg.
Rhetoric,	D. J. Hill.
English Literature,	Stopford Brooke.
American Literature,	Royse.
Orthoëpy,	Salisbury.

HISTORY AND SCIENCE OF GOVERNMENT.

HISTORY.—This course includes the following subjects:

1. *United States History*, embracing one term in the study o the narrative, in the ninth grade, one term in the study of the political institutions, and one term in the study of the constitutional history offered as advanced work.

2. *English History.*—Like the preceding, this forms a separate course complete in itself. It includes one term in the study of the narrative, and one term in the study of the English Constitution in its growth and workings.

3. *General History.*—This course embraces, *First*, the several sections of Grecian, Roman, Continental, and General History. The work is almost exclusively outlines, and is determined by the studies in connection with which it is taken. *Second*, Institutes of General History, which is supplementary to the preceding, and aims to exhibit the unity of historical development by the study of those things which have been permanent in their influence upon civilization.

4. *Professional Work.*—A special course in methods of teaching history is given, including, somewhat in detail, both the matter and the method of its presentation as adapted to certain classes, with the preparation of written lessons with criticisms on the same.

SCIENCE OF GOVERNMENT.—This course embraces:

1. The township, its origin, development, and influence, with specific work on the Michigan township.

2. The development of the local town, into general colonial government, the main features of the government in each colony, and the establishment of the State of Michigan and details of its government.

3. The political relations of the colonies to England, the change of sovereignty, the new government under the forms of continental congress, the confederation, and the constitution. The working of the constitutional government in detail.

TEXT-BOOKS.

United States Colonial History,	Doyle.
United States, Federal Period,	Johnson.
Reviews,	King's Tabulation.
General History,	Labberton.
Civil Government,	Story.
Constitution of Michigan,	Cocker.
Ancient History,	Myers.
Modern History,	Myers.

THE PHYSICAL SCIENCES.

PHYSICS.—The work offered in this subject falls under the following heads:

1. *Elementary Physics.*—This subject, including Nos. 74 and 75 of List A, extends through an entire year, the first term being devoted to Mechanics, Heat, and Sound, and the second to Electricity and Light. The amount of work accomplished is essentially that given in an ordinary High School text-book, as Gage or Avery or Norton. Resting upon the fundamental principle that the student cannot learn physical facts from any description of them, but must see and feel the facts for himself, great stress is laid upon the demonstration by experiment of the laws and principles of physics, as is now common in all good schools. Since the student is an intending teacher, it is felt to be important that he should not only see experiments performed and learn how to analyze and study them and to perform experiments himself at his table, but that he should make a special study of apparatus and manipulation and have some practice in demonstration in presence of a class. Considerable attention is given to the purchase, testing, care, and effective use of apparatus, and also to the manipulation and use of simple or extemporized pieces.

2. *Advanced Physics.*—This is a half-year course upon the entire subject, and presupposes a knowledge of Elementary Physics and a course of mathematics through trigonometry, including an elementary knowledge of differential equations. The ground covered is essentially that of Daniel, Anthony and Brackett, or Deschanel.

3. *Physical Laboratory Practice.*—This is a course of individual practical work in the physical laboratory, and differs from the student's work in Elementary Physics, in three particulars: 1st, it is more advanced; 2d, it is mainly quantitative, whereas that is largely qualitative; 3d, it is based upon the individual, as that is upon the collective system.

4. *Physical Technics.*—A ten-weeks' practical course upon the construction of apparatus and the fitting up and stocking of a simple laboratory, either physical or chemical or both. This course and Advanced Physics are especially adapted to prepare students to give instruction in an ordinary High School by the laboratory method.

5. *Training in the Physical Sciences.*—A five-weeks' course in methods of teaching the Physical Sciences. While professional in no higher sense than the preceding courses, it yet aims to set forth the scientific method in brief terms and to show how it may be applied in the ordinary work of the school room.

CHEMISTRY.—In this subject there are two courses:

1. An elementary course in Chemistry, with some attention to the chemistry of the carbon compounds. Practice will be had by the members of the class in chemical manipulation, experimentation, and class instruction.

2. *Advanced Chemistry.*—This work will in the main take the form of individual practice in Chemical Analysis, for which the usual laboratory conveniences are supplied, but the attempt will be made to have it regarded in fact as a continuation of the science of Chemistry.

ASTRONOMY.—1. The general work in this subject consists of a somewhat complete study of Uranography, or the ancient Astronomy, considerable practice with the globes, and a brief presentation of the modern Astronomy, or the physical features of the heavenly bodies.

2. Following the above, a practical course (voluntary) in instrumental Astronomy, embracing the adjustment and use of the sextant, he transit, the chronograph, the chronometer, and the equatorial,

with some of their more important accessories. A small observatory with a simple equipment furnishes facilities for this work.

A ten weeks' course in Sanitary Science, and a course of like extent in Meteorology, are offered to students in the courses leading to the degree of Bachelor of Pedagogics.

TEXT-BOOKS.

Astronomy,	Newcomb.
Instrumental Astronomy,	Lectures and Chauvenot.
Elementary Physics,	Gage.
Advanced Physics,	Anthony and Brackett.
General Chemistry,	Remsen.
Analytical Chemistry,	Jones.
Laboratory Practice,	Strong.
Physical Technics,	Lectures.
Sanitary Science,	Blyth.
Meteorology,	Lectures.

NATURAL SCIENCES.

PHYSIOLOGY AND HYGIENE receive the attention their importance demands. The application of physiological laws to the proper regulation of school work is freely and fully discussed, and the duty of maintaining good health is strenuously urged. The practical work embraces weekly drill in gymnastic exercises.

In Zoölogy, BOTANY, and GEOLOGY the professional work concerns the educational value of the study as tending:

1. To cultivate the observing faculties;

2. To lay the foundation, by means of comparison and classification, for the habit of inductive reasoning.

In connection with the Training School, special attention will be given to fitting students to handle successfully Natural History work in the various grades of the public schools. Additional advantages will also be afforded in preparation for High School work.

The course in Botany comprises:

1. Structural Botany, including daily work with the microscope;

2. A brief course in Cryptogamic Botany, including the study of several subjects in each division, showing the nature and degree of development upon which classification is based.

Phanerogamic Botany, embracing the text of Wood or Gray, with the description and analysis of 75 plants.

In Zoölogy the first half of the term is devoted to description and classification; the second to the more comprehensive work of the study of structures by means of comparison.

Laboratory work is pursued throughout the term. In addition, students are taught to prepare and mount skeletons and to collect and prepare material for museum uses.

Training in Biological Science includes the care of instruments, the preparation and mounting of histological specimens, and such direction of special studies as will prepare the student for successful original research.

In Geology, Dana's text-book or its equivalent is used, supplemented by practical work in crystallography and the determination of minerals.

MUSEUM.

A well appointed Museum is growing up in connection with the department of Natural History.

The Herbarium contains over 1000 specimens. Some of these have been sent from distant parts by former members of the school. Contributions of similar character are still solicited.

The Zoölogical collection embraces a case of native birds, to which additions are constantly being made; a few mammals; a large number of specimens in alcohol; a collection of typical shells; a case of fine corals, and many other forms of marine life. A collection of insects numbering about 2000 specimens has been added during the year. These collections are in constant use for purposes of illustration and study.

The Geological collection contains a fair representation of rocks, minerals, metals, and fossils, together with a set of plaster casts from Ward's celebrated establishment.

A course in Entomology is offered to students pursuing courses leading to the degree of Bachelor of Pedagogics.

TEXT-BOOKS.

Structural Botany,	Bessey.
Systematic Botany,	Wood's Class Book or Gray's Manual.
Physiology and Hygiene,	Walker or Martin
Zoölogy,	Packard.
Comparative Zoölogy,	Orton
Geology,	Dana.

GEOGRAPHY.

The course in Geography comprises:

1. General Geography, including lessons upon the earth as a planet; general laws of the contour and relief of the earth's surface; hydrography; climate and distribution of vegetable and animal life; anthropogeography (man as dependent upon the physical condition of the earth's surface; the earth's surface as modified by the action of man.)

2. Special Geography, including lessons upon the physical characteristics of the ocean, and upon their relations to commerce and civilization; upon the physical characteristics of the continental masses; upon the relation of these physical characteristics to commerce, civilization, political divisions, etc.; upon the grand divisions; upon the United States, and upon Michigan, from the same point of view.

PROFESSIONAL WORK. A special course in methods of teaching geography is given, including a detailed outline of the course of instruction and full illustrations of the method of conducting the lessons. Members of the senior class teach geography in the Training School under the supervision of the head of the department.

TEXT BOOK—Any good Grammar School or High School geography containing good physical maps.

DRAWING AND MANUAL WORK.

ELEMENTARY.—The Elementary class follows in the main the course as laid down for the Training School, with such modifications

as the greater maturity of the pupils may require. The topics considered are geometrical plane figures and their use in design; free ornament of the leading styles (Greek, Italian Renaissance, Gothic, etc.); drawing from solids, including geometrical forms, common objects and casts, with light, shade and shadow; principles of perspective and the construction of shadows and reflections; geometrical drawing; working drawings, and the elements of orthographic and isometric projection; harmony and contrast of color, with exercises in coloring; construction in appropriate material, of all forms drawn.

The course is presented in the order or succession suitable for its use in the public schools.

The course in the advanced class follows the same general line of work as that of the elementary class, with the addition of mathematical perspective; projection of shadows; advanced projection drawing; drawing from casts, natural flowers, leaves, etc.; composition of original ornament; theory of ornament; historical ornament; topographical drawing; construction of all forms drawn, and sketching from nature.

PROFESSIONAL WORK. A special course in methods of teaching drawing is given, including a detailed statement of suitable lessons and the methods of giving them, with full examples of the work for each year. Members of the senior class teach drawing in the Training School under the supervision of the head of the department.

GERMAN AND FRENCH

COURSE IN GERMAN.

First Term.—Pronunciation, reading, oral exercises. A rudimentary knowledge of the parts of speech; the most important rules of syntax. Macmillan's First German Reader. Later: Brandt's German Grammar, with Exercises.

Second Term.—Oral and grammatical exercises continued (Brandt's Grammar.) Schiller—Wilhelm Tell.

Third Term.—Lessing's Minna von Barnhelm. Grammar continued.

Fourth Term.—Goethe's Hermann und Dorothea. Hoffmann's Historische Erzaehlungen (D. C. Heath's edition). Grammar continued.

Fifth Term.—Selections from Schiller's, Goethe's, and Heine's prose. Goethe's Egmont, or equivalent. German Composition (Harris.)

Sixth Term.—German Ballads and Lyrics. Freytag's der Staat, Friedrich's des Groszen, or Gutzknow's Zopf und Schwert. Some short historical novel. Composition continued (Harris.)

Half Term.—Literary studies and discussion of methods of teaching, 10 weeks.

Seventh Term.—Lessing's Nathan der Weise. Goethe's Iphigenie auf Tauris, or Torquato Tasso. A German treatise on Education. Composition (Buchheim.) Teaching in Practice School.

COURSE IN FRENCH.

First Term.—Pronunciation, reading, oral exercises. Elementary Grammar (Macmillan's Progressive French Course, Part I.) Mme. de Girardin—La Joie fait Peur.

Second Term.—Grammar continued (Macmillan's Course, Part II.) Molé—French Life in Letters. Halévy—L'Abbé Constantin. Conversation.

Third Term.—Sandeau—Mlle. de la Seigliére. George Sand—La Mare au Diable. Study of Idioms. Grammar continued (Macmillan's Course, Part II.) Conversation.

Fourth Term.—Lacombe—Petite Histoire du Peuple français, with practice in conversation and study of idioms. Corneille—Le Cid, or Horace. Moliére—Les Femmes Savantes. Composition and Grammar, once a week, (Macmillan's Course, Part III.)

Fifth Term.—Sainte Beuve—Causeries du Lundi, or equivalent. Crane—Le Romantisme français. A French treatise on Education. Composition and Grammar, once a week, (Macmillan's Course, Part III.)

Half Term.—Literary studies and discussion of methods of teaching, 10 weeks.

ANCIENT LANGUAGES.

COURSE IN LATIN.

FIRST YEAR.

Jones's First Lessons in Latin in connection with D'Ooge's Colloquia Latina, and Harkness's Standard Latin Grammar (or Allen and Greenough's). Translation of easy selections, with simple Latin conversation based upon the Colloquia.

SECOND YEAR.

Cæsar's Commentaries, (Kelsey's or Allen and Greenough's), four books. The reading of some good biography of Cæsar is required. Latin Prose Composition (Daniell, Part I.) This year is devoted to thorough grammatical drill.

THIRD YEAR.

Cicero (Allen and Greenough), six orations, or four orations and Sallust's Bellum Catilinae. The reading of some good biography of Cicero is required. Latin Prose Composition (Daniell, Part II.) Daily practice in writing Latin will be given. Ovid—Selections (Kelsey) commenced, with a study of versification and scansion. This year is devoted mainly to the study of Latin synonyms, the elements of good Latin style, and the figures of rhetoric and syntax.

FOURTH YEAR.

Ovid—Selections completed. Vergil—Æneid (Frieze), six books, and the Eclogues. During this year, special attention is given to Mythology and Ancient Geography.

During the third and fourth years, practice is given in sight-reading from Tomlinson's "Latin for Sight Reading."

In the fourth year, a five weeks' lecture course is given on Grecian and Roman Literature, and a five weeks' professional course on methods.

Ample facilities for practice teaching in Latin are offered in the ninth grade of the Training School.

COURSE IN GREEK.

FIRST YEAR.

Boise's First Lessons in Greek, in connection with Hadley and Allen's Greek Grammar. Moss's First Greek Reader. Xenophon—Anabasis (Kelsey or Boise) commenced.

SECOND YEAR.

Xenophon—Anabasis continued, three books. Greek Prose (Jones). Homer—Iliad (Keep), three books. As soon as practicable, sight-reading is introduced from Moss's First Greek Reader, or from Jerram's Minora Reddenda.

The following studies are offered to students pursuing the advanced courses (six years) leading to the degree of Bachelor of Pedagogics:

ADVANCED COURSES IN LATIN.

Ninth Term.—Livy—Book XXI or XXII, with Miller's Latin Composition.

Tenth Term.—Horace—Odes and Epodes, or Satires and Epistles.

Eleventh Term.—Terence or Plautus—Two Comedies, and Horace—Ars Poetica.

Twelfth Term.—Tacitus—Germania and Agricola, or Cicero—De Amicitia or De Senectute.

ADVANCED COURSES IN GREEK.

Fifth Term.—Homer—Odyssey.

Sixth Term.—Lysias—Four orations.

Seventh Term.—Plato—Apology.

Eighth Term.—Sophocles—Œdipus Tyrannus; Euripides—Alcestis; or Demosthenes—De Corona.

N. B.—The advanced courses in Latin and in Greek will be given, in the order laid down, only on alternate years. Pupils who enter for this work in the fall of 1891 will be classified with those who entered in 1890, and will complete, with them, the work of the last two terms of Latin and of Greek respectively before taking up the work of the first two terms.

MUSIC COURSE.

FIRST YEAR.

First Term.—Elements of vocal music with methods of instruction. Cultivation of the voice, alternating with other subjects, throughout the entire term.

Second Term. (First 10 weeks) Special Teachers' Class and Advanced Music—Cultivation of the voice continued. The principles of musical notation further developed, and pupils required to sing and write the major, minor, and chromatic scales in all the keys. A part of the time will be given to the practice of glees, chants, etc., solo and quartette singing,

and the other part to the consideration of musical theory and methods of teaching.

Second Term (Last 10 weeks).—Methods of teaching music in ungraded schools and in graded schools, reviewed; also methods of teaching singing schools and giving individual lessons. Cultivation of the voice. Lectures and essays upon professional topics.

SECOND YEAR.

First Term.—1. Harmony. This subject will be taught according to the methods and books of the best German, English, and American authors. 2. Voice Culture. Individual lessons, that each voice may receive especial training and development.

Second Term.—A continuation of the work of the first term in harmony and voice culture.

THIRD AND FOURTH YEARS.

Musical Composition. Study of Form in music. How to construct melodies, and how to analyze them. Also the consideration of various kinds of compositions, such as the Song, the Sonata, the Symphony, the Oratorio, Counterpoint, etc. Solo Singing. The instruction now given will be adapted particularly to preparing singers for public singing in church choirs or in concerts and school lyceums. During these years, pupils in instrumental music will have opportunity to play accompaniments. History and Literature of Music. Practice teaching and conducting.

INSTRUMENTAL MUSIC.

See circulars of the Normal Conservatory of Music.

THE NORMAL CHOIR.

All persons who have passed music, and others who are competent, may be admitted to the choir. The work in this class consists of chorus singing and special vocal drill, and the preparation of music for the various public exercises of the school. The accompaniments for the choir are played on the Grand Organ or the Piano in Normal Hall. Here pupils may continue the practice of music during the entire course without interfering with other studies.

CONDUCTOR'S CLASS.

More advanced pupils will be appointed as conductors, and after the necessary instructions have been given, they will have oppportunity to conduct the chorus.

TEXT-BOOKS IN MUSIC.

Pease's Singing Book,	Pease.
Harmony Manual,	Pease and Hewitt.
Elements of Harmony,	Emery.
Development of Voice,	Scharfe.
Composition,	Stainer.
Counterpoint.	Bridge and Ritchie.

TEXT-BOOKS not mentioned in Explanation of Courses.

Book-keeping,	Wooley.
Political Science,	Newcomb.
Psychology,	Putnam.
Application of Mental Science,	Putnam.
History of Education,	Painter or Compayre.

THE TRAINING SCHOOL.

The Training School is a department of the Normal School. It is organized as a regular eight-grade school of about 300 pupils, and a well equipped kindergarten of thirty-two children below regular school age. The course of study extends from the work of the kindergarten into the high school, and embraces the subjects and amounts of work usually required in first class city graded schools. A ninth grade has recently been added.

The work in the Training department is under the charge of the Director, assisted by two critic teachers, a model primary teacher, and a kindergartner. Under careful supervision of this corps and of other members of the Normal Faculty, the actual teaching is largely in the hands of the Senior class, who are assigned to the work of teaching and observing by the Director, and are daily met for criticism and instruction by him or by the supervising teachers. The model primary room is conducted mainly as a school of observation.

The sessions of the school are arranged according to the following program:

WORK IN THE TRAINING SCHOOL, BY SENIORS.

A. M.—9:00 to 11:45, teaching.
P. M.—1:30 to 3:30, teaching.
P. M. —3:35 to 4:15, criticism.

TEXT-BOOKS USED IN THE TRAINING SCHOOL.

Arithmetic, - - - - - - Wentworth, Olney, Milne.
Algebra, - - - - - - - - - - Bellows.
Language, - - - - Barnes, Swinton, Reed and Kellogg.
Reading,—Modern School, Appleton's, Barnes's, Swinton, Nature Readers, Standard Supplementary, Appleton's Historical and Natural History Series, English Classics.
Geography, - - - - - - - Appleton, Our World.
United States History, - - - - - - Higginson.

Penmanship, - - - - - - - Spencerian Manual.
Dictionary, - - - - - - - - Webster.
Physiology and Hygiene, - - - - Kellogg, Smith, Martin.
Music, - - - - - - National Music Course, Pease.
Drawing, - - - - - - - Goodison's Syllabus.
Latin,—Jones's First Lessons, Harkness's Grammar, D'Ooge's Colloquia Latina.
German, - - - - - - - - - ——.

COURSE OF STUDY.

KINDERGARTEN.

AIM.—Development of the child, physically, morally, intellectually.

MEANS.—Natural objects; the gifts and occupations; songs and games.

RESULTS.—Training observation and attention, and the power of expression in words and things—training of eye and hand; acquaintance with things and their properties and relations.

Children are admitted at four years of age. While the work is that of a regular kindergarten, it is conducted with reference to the primary school, in which the methods of the kindergarten are continued so far as they are properly applicable to the work of the grades.

PRIMARY GRADES.

FIRST YEAR.

Reading.—Words and Sentences; all possible combinations of the words learned; association of word and idea; meanings of words developed and made vivid by means of objects, drawings and other pictures; script used from the beginning; blackboard and slate work first ten weeks—50 selected words; print introduced the eleventh week by charts and books; First Reader.

Spelling.—Naming the letters of words from sight; copying words and sentences; writing words and sentences from dictation; spelling includes capitals and apostrophe when necessary features of the word, i. e., the complete form of the word.

Penmanship.—Movement exercises; forms of letters, singly and in groups and words; blackboards and slates; paper and pencil; neatness and accuracy insisted on.

Drawing and Manual Work.—Form work, including modeling, coloring, representation of flowers, fruits, vegetables, etc.; designing—paper-folding, cutting, stick-laying, etc.

Music.—Rote-singing; voice culture—breathing, tones, etc.; reading music—triads and scales, hand-signs and numerals, letters and syllables; time exercises; blackboard and modulator; Music Reader No. 1; charts, new first series.

Arithmetic.—Development of the idea of numbers from 1 to 10, counting etc.; (Children who have had the benefit of kindergarten instruction, are beyond this stage; the work however is retained in the grade to meet needs of children who have not had such training). Relations and combinations according to the Grubé Method. Special attention to applied work. Reading and writing numbers to 100.

Language.—Special attention to oral language based on things and their properties and relations; work with objects, pictures, stories; memorizing of selections; written work related to the above; copying, reproduction, and dictation work in connection with the reading work.

Home Knowledge Preparatory to Geography, Botany, Zoology, etc.—Position, direction, etc.; observation lessons—natural phenomena, plants, animals, etc. (These subjects are taught in connection with language and other work.)

General Lessons.—Morals and manners, cleanliness, care of body and personal belongings.

SECOND GRADE.

Reading.—First Readers continued; from two to three first readers completed during the year; new words taught as in first grade; sounds of letters systematically taught; diacritical marks used. Supplementary work.

Spelling.—As in first grade; spelling blanks used.

Penmanship.—First grade work continued and extended.

Drawing and Manual Work.—Form work as in first grade, continued and extended.

Music.—Previous work continued and extended; written work—modulator, blackboard and charts; Music Reader No. 1; charts, first series.

Arithmetic.—Numbers to 100 with applied work; the fundamental operations to be considered separately on the basis of work of first grade; construction and memorizing of addition, subtraction, multiplication, and division tables; equal parts of numbers taught; elements of Denominate Numbers; Notation and Numeration to 1000.

Language—Oral and written work continued and extended; capitals, conventional punctuation—special attention to quality of work; declarative and interrogative sentences, construction of same using words learned; study of objects and pictures directed by teacher, followed by oral and written reproduction.

Home Knowledge, etc.—Work of first grade continued and extended.

General Lessons.—Work of first grade continued and extended.

THIRD GRADE.

Reading—Second Reader; two readers completed during the year; phonics and diacritical marks continued. Supplementary work.

Spelling.—As before.

Penmanship.—Paper, pen and ink; blackboard drill work; copies given by teachers; sentence writing; special attention to position and fore-arm movement.

Drawing and Manual Work.—Straight lines in different positions, length, and distance apart; angles, and four-side figures from models; applications to straight-line flat ornament and to drawing faces of objects; elements of color; construction in paper or pasteboard of objects drawn.

Music—Previous work continued and extended; staff notation using different keys without explaining their signification; Reader No. 1; charts, first series.

Arithmetic.—Notation and numeration to 1,000,000; addition, written work, columns of digits, columns of numbers larger than ten; subtration, written work, the two cases; multiplication, written work—multiplier of one figure; short division; Denominate Numbers continued; special attention to explanations, analysis, and the construction of practical problems.

Language.—Object and picture work, stories and memory selections continued and extended and made the basis of the following: word studies,—abbreviations, apostrophe, etc.; parts of speech,—noun, verb, adjective, adverb; exclamative sentence; paragraphing. Letter-writing systematically taught. Barnes's Short Studies. Studies of plants and animals according to season.

Geography.—Home Geography—the horizon, school-room, building and grounds, adjacent streets, city and vicinity, with maps; natural divisions of land and water as observed in the neighborhood of Ypsilanti, and their representation in map and model. Apparent motions of the

sun during the year observed, described, and represented; natural phenomena having geographical bearing, (changes in temperature, winds, etc.,) observed and described. The world as a whole with globe; chief divisions of land and water with globe and maps of hemispheres.

General Lessons—Work of previous grades continued; health—foods, etc.

FOURTH GRADE.

Reading—Third Reader, one or more books; special drills on lists of words difficult to pronounce. Supplementary Reading.

Spelling.—As before.

Penmanship.—Work of third grade continued and extended; paragraph and stanza writing; special attention to the making of figures, marks of punctuation, etc.

Drawing and Manual Work—Division of angles; the equilateral triangle, hexagon, octagon, circle, pentagon, from models; applications to flat ornaments and drawing faces of objects; construction, and elements of color continued.

Music.—Extension of work of third grade; Reader No. 2; charts, new second series.

Arithmetic.—Written Arithmetic,—text-book used by the children. Notation and numeration through three periods; applications of addition and subtraction—proofs; multiplication—multiplier two or more figures; long division; fractions; tables of measures and weights; explanations and practical problems; Roman notation to M; review of year's work.

Language.—Work of third grade continued and extended—plants and animals; all parts of speech with definitions; written abstracts of reading lessons and stories; rules for capitals and punctuation; formation of plurals; letter writing and original compositions; book continued.

Geography.—The form of the earth and its representation by a globe; names and position of leading divisions of land and water on the globe with reference to Ypsilanti; division of the earth into hemispheres, and representation upon hemisphere maps; location of continents, oceans, etc., upon globe and hemisphere maps; detailed study of the grand divisions, the oceans, and the United States and Michigan; representation throughout the course by map and model. Advanced Home Geography. Detailed study with representation by map and model of Ypsilanti and neighborhood. Observation, description, and

representation of apparent motions of sun, moon and leading constellations; observation and description of natural phenomena having geographical bearing, and their application to elementary lessons in general physical geography.

General Lessons.—Hygiene continued; oral lessons in physiology.

GRAMMAR GRADES.

FIFTH GRADE.

Reading.—Fourth Reader—first half; outside selections—individuals reading before the class; use of dictionary taught and required; word drills; elocution—individual and concert rendering of sentences containing words and combinations difficult to articulate; supplementary work.

Spelling.—As before; words and sentences from the reading lessons and other text-books.

Penmanship.—Work of fourth grade continued; movement and rapidity stimulated; business forms—notes, receipts, letters, etc.

Drawing and Manual Work.—Symmetrical and unsymmetrical curves; geometrical ornament on basis of preceding plane figures; free ornament based on curves and conventionalized natural forms; the ellipse and the spiral—application to flat ornament; elevations of objects; construction, and elements of color continued; exercises in coloring.

Music.—Same as fourth grade; two-part songs; Reader No. 2.

Arithmetic.—"Practical Arithmetic" begun; notation and numeration; the fundamental operations with special cases; factoring, cancellation, applications.

Language.—The sentence—elements and their modifications; correction of errors; exercises in criticism; manuscript work—abstracts from memory, simple narratives, composition and letter writing.

Geography.—Mathematical and physical; world—hemispheres; New World studies—North America and its political divisions in general; United States entire—eastern and middle sections in detail; map drawing—North America, United States as a whole, and the sections as studied.

General Lessons.—Elementary Sciences—the work of the grade being divided into four parts and presented in consecutive quarters, viz: 1st quarter, Zoölogy; 2d quarter, Physiology and Hygiene; 3d quarter, Natural Philosophy; 4th quarter, Botany.

SIXTH GRADE.

Reading.—Fourth Reader completed; attention to reading for the thought; individual readings, word drills, and elocutionary work as in fifth grade.

Spelling.—Continued as before.

Penmanship.—Previous work reviewed and extended; formal analysis of letters—comparative heights and widths.

Drawing and Manual Work.—Drawing from straight-line solids and objects; construction, ornament and coloring continued.

Music—Reader No. 3.

Arithmetic—Common and decimal fractions.

Language.—Classes of words; the sentence—phrase and clause modifiers, their expansion and contraction, showing equivalence; elements—object and attribute complements; classification of sentences by use and structure; simple analysis with formula. Syntax—formula for parsing; rules and illustrative examples required, with applications to false syntax. Synoptical reviews of the sentence and parts of speech. Manuscript work—letter writing, composition from outlines.

Geography—United States—southern, central and western sections with the territories; Mexico, Central America, West Indies; South America; map drawing of each division as studied—the drawing of maps, free-hand and from memory on blackboard and on paper, is made a prominent feature; review of work of fifth and sixth grades by means of map drawing.

General Lessons.—Work of two previous grades continued and extended; stimulants and narcotics; use of book.

SEVENTH GRADE.

Reading—Fifth Reader, first half; work of fifth and sixth grades continued and extended; supplementary work.

Spelling—Same as previous grades; paragraph dictation.

Penmanship—Work of preceding grades continued and extended.

Drawing and Manual Work—Drawing from curve-line solids and objects; ornament, construction, and coloring continued and extended; elementary exercises in drawing plastic ornaments from casts; clay-modeling; elements of mechanical drawing.

Music—Same as sixth grade; three-part songs; Reader No. 3.

Arithmetic—Denominate numbers including metric system; percentage, and applications—profit and loss, commission and brokerage.

Language.—Analysis with diagrams—simple, complex, compound sentences; objective complement; independent words and phrases; parts of speech—participles, infinitives, conjunctive adverbs; parsing—oral and written; manuscript work—capitals, pronunciation, order of arrangement, composition and letter writing.

Geography—Old World studies—Europe, Asia, Polynesia, Africa; reviews; map drawing as before, and with slated globe.

General Lessons.—Work of previous grade continued and extended.

EIGHTH GRADE.

Reading—Fifth Reader completed; general and special work as in the three preceding grades; supplementary reading—selections from standard authors, as The Ancient Mariner, Canto VI. of Marmion, The Sketch Book, etc.

Penmanship.—Same as preceding grades.

Drawing and Manual Work.—Drawing groups of solids and objects; elements of perspective; construction, ornament, coloring, work from casts, modeling and mechanical drawing continued; principles of ornamental design; elements of orthographic projection.

NOTE.—In all the grades these exercises are conducted on the principle of imitation, invention, dictation, and memory.

Music.—Same as preceding grades; four-part songs; Pease's Singing Book.

Arithmetic.—Applications of percentage—insurance, taxes, interest, partial payments, government bonds,; ratio and proportion; involution and evolution; reviews.

Language—Analysis, diagrams and parsing continued; subdivision and modification of parts of speech; classification of connectives; special use of words; irregular verbs; rules for spelling; capitals, punctuation; manuscript work—written class work, composition and letter writing.

Geography—First half year. General Review; special review of United States and Michigan; railroad and commercial geography; map drawing as before.

U. S. History.—Last half year. Topical studies in discoveries, settlement and colonization, wars, institutions, development.

General Lessons.—Work of previous grade continued; meteorology and astronomy—atmosphere and solar system.

NINTH GRADE.

ENGLISH AND SCIENTIFIC COURSE.

Reading—English classics throughout the year.
Mathematics—Arithmetic, first term; Algebra, second term.
Vocal Music, first term.
Physiology, first term.
English Grammar, second term.
U. S. History, second term.

CLASSICAL COURSE.

Latin or German throughout the year.
Mathematics—Algebra, first term; Arithmetic, second term.
English Grammar, first term.
U. S. History, first term.
Vocal Music, second term.
Physiology, second term.

THE NORMAL CONSERVATORY OF MUSIC.

The regular twenty weeks' course in vocal music is suffciently extended and thorough to prepare teachers to give the elementary instruction usually required in this subject in the public schools. The Course in Music (see Courses of Study) offers opportunities for those who wish to specialize in this direction to make still further advancement, without cost for tuition. To this point, free musical instruction is offered in regular Normal School classes.

There is, however, a considerable demand for teachers expert with some musical instrument, and of still more advanced acquirements in vocal music. Such students, who desire to go further in the study of vocal music, or to learn instrumental music, are also provided for at the Conservatory, but such instruction must be paid for by the pupil receiving it. For the purpose of meeting the needs of such, two Conservatory Courses are prescribed.

Still another class of students desire individual lessons for the voice or upon some instrument, but do not wish to follow a definite and extended course. The needs of these are also provided for, and their special musical instruction is also at their own cost. The terms for individual lessons and the requirements of the Conservatory Courses, are given in a circular which will be mailed upon request made to Frederic H. Pease, Director. Instrumental music is accepted as a regular study in the Music Course. (See Music Course.)

All students in the Conservatory are required to pay the regular entrance fee of five dollars at the beginning of each half-yearly term.

The following list shows the names of those taking special private instruction in music in the Conservatory. The names of those who are engaged in the regular Normal Music Course are indicated in the general catalogue of names headed "Names of Students."

Many students not in the Special Music Course, pursue Voice Culture, Harmony, Literature of Music, etc., in the regular Normal classes. These are not separately catalogued in this Register.

STUDENTS IN THE CONSERVATORY.

ORGAN.

NAME.	RESIDENCE.
Day, Bertha M.	Hudson.
Lee, Lucinda B.	Ypsilanti.
Strong, Fannie P.	Ypsilanti.
Stuart, Mary	Fremont.
Wilber, Minnie	Ypsilanti.

PIANO.

Andrews, Frank	Coldwater.
Allen, Chas. E.	Hanover.
Beebe, Edith	Marcellus.
Belle, Jennie	Birmingham.
Babbitt, Nora C.	Ypsilanti.
Buck, Mabel	Ypsilanti.
Bressler, Mary	Elkhart, Ind.
Cruikshank, Laura	Lexington.
Cornwell, Vee	Ypsilanti.
Canright, Blanche	Leroy.
Crippen, Carrie	Ypsilanti.
Cross, Estelle	Saline.
Congdon, Edith	Chelsea.
Caul, Bessie	Marcellus.
Crumback, Allie A.	Bowne Centre.

NAME.	RESIDENCE.
Cheshire, Georgia	Ypsilanti.
Conrad, Henrietta	Detroit.
Dickinson, Mary A.	Ypsilanti.
Damon, Avonia	Ypsilanti.
Dewey, Adaline	Toledo, O.
Dansingburg, Fred	Stony Creek.
Day, Bertha	Hudson.
Daily, Margaret	Centreville.
Glanville, Daisy	Lake Linden.
Gaffney, Josephine	Negaunee.
Harlow, Leila	Decatur.
Holt, Jessie	Dewitt.
Howland, Cornelia	Ypsilanti.
Hendryx, Luella	Tecumseh.
Hitchcock, Carrie	Cass City.
Janauschek, Alfreda	Petoskey.
Jenness, Laura	Ypsilanti.
Kurtz, Edith	Flint.
Koebbe, Clara	Fredonia.
Klingaman, Belle	Middlebury, Ind.
Lamont, Sara	Lake Linden.
Leland, Jennie	Gaines.
Lee, Lucinda	Ypsilanti.
McIntyre, Jennie	Scofield.
Marsh, Cora	Brighton.
Merritt, Gertrude	Williamsville.
Murray, Mildred	Ypsilanti.
Moore, Jessie	Roseburg.
Osband, Meda L.	Ypsilanti.
Pease, Ruth C.	Ypsilanti.
Parsons, Gertrude	Ypsilanti.
Parsons, Lovina	Ypsilanti.
Rowan, Jeanie	Almont.
Randall, Nellie	Wacousta.
Rouse, Ellen A.	Sioux Falls, S. D.
Ross, Millie	Hopkins Station.
Rogers, Ella M.	Athens.
Rogers, Laville	Petoskey.

NAME.	RESIDENCE.
Ritchie, Hanna B.	Calumet.
Strong, Fannie	Ypsilanti.
Stuart, Belle	Schoolcraft.
Shaw, Merry L.	Ypsilanti.
Stuart, Mary	Fremont.
Tuttle, Helen	Ypsilanti.
Vogt, Fannie	Richmond.
Van Horn, Ida	Ypsilanti.
Voorheis, Delphine	White Lake.
Weaver, Lulu	Marcellus.
Worden, Oriska	Grand Rapids.
Woodruff, Eleanor	Ypsilanti.
Wilber, Minnie	Ypsilanti.
Wilson, May	Weston.
Walker, Willetta	Dansville.

VOICE CULTURE.

Ayres, Rena	Williamsville.
Biteley, Gertrude	Lawton.
Babbitt, Alice	Ypsilanti.
Babbitt, Nora	Ypsilanti.
Brown, J. E.	Fowlerville.
Cruikshank, Laura	Lexington.
Cornwell, Vee	Ypsilanti.
Crippen, Carrie	Ypsilanti.
Comstock, Emilie	Ypsilanti.
Cronk, Carrie W.	Flint.
Cowgill, Paul	Cassopolis.
Conrad, Henrietta	Detroit.
Cortright, Maude	Charlotte.
Dodge, John W.	Ypsilanti.
Davis, Eva L.	Negaunee.
Dansingburg, Fred	Stony Creek.
Duffield, John	Detroit.
Dickinson, G. H.	White Pigeon.
Fiske, Lillian	Ypsilanti.
Goodes, Minnie	St. Johns.

NAME.	RESIDENCE.
Goodell, Gertrude	Corunna.
Glover, Elizabeth	Anderson.
Gaffney, Josephine	Negaunee.
Harlow, Leila	Decatur.
Holt, Jessie	Dewitt.
Hinkson, Marguerite	Amadore.
Hendryx, Luella	Tecumseh.
Hazzard, Eleanor	Centreville.
Henderson, Adalyn	Dowagiac.
Hitchcock, Carrie	Cass City.
Higgins, J. P.	Daily.
Ingersoll, Louise	Dundee.
Janauschek, Alfreda	Petoskey.
Kurtz, Edith	Flint.
Koebbe, Clara	Fredonia.
Klingaman, Belle	Middlebury, Ind.
Kilpatrick, Anna	Marine City.
Kilpatrick, J. Earl	Marine City.
Lowe, Carl	Whittaker.
Lamont, Sara	Lake Linden.
Leland, Jennie	Gaines.
Lee, Lucinda	Ypsilanti.
McGregor, May	Milan.
Marsh, Cora	Brighton.
Mead, E. C.	Ypsilanti.
Mosher, Edith R.	Centreville.
Merritt, Gertrude	Williamsville.
Murray, Mildred	Ypsilanti.
Mauzy, Grace E.	Manistee.
Osband, Meda L.	Ypsilanti.
Owen, Abbie I.	Ypsilanti.
Pickett, Mary	Leslie.
Pease, Ruth C.	Ypsilanti.
Parsons, Gertrude	Ypsilanti.
Philp, Marie	Verona.
Parsons, Lovina	Ypsilanti.
Quirk, Nellie	Ypsilanti.
Rowan, Jeannie	Almont.

NAME.	RESIDENCE.
Robb, Katharine	Belleville.
Rouse, Ellen A.	Sioux Falls, S. D.
Rogers, Ella M.	Athens.
Richards, Jennie	Ypsilanti.
Smith, Josephine	Grand Rapids.
Scrimger, Irwin S.	Detroit.
Stuart, Belle	Schoolcraft.
Sheldon, Florence	Blissfield.
Weaver, Lulu	Marcellus.
Worden, Oriska	Grand Rapids.
Woodruff, Eleanor	Ypsilanti.

NAMES OF STUDENTS.

FIRST YEAR.

NAME.	COURSE.	RESIDENCE.
Alban, Marco H.	5 yr. Cer.	Ypsilanti.
Allen, Herbert	5 yr. Cer.	Ypsilanti.
Allen, Elmer C.	An. Cl.	Ypsilanti.
Allen, Una	5 yr. Cer.	Cambridge.
Aiston, Robert T.	5 yr. Cer.	Azalia.
Aitken, Anna	Mus.	Zion.
Ayres, Rena M.	5 yr. Cer.	Williamsville.
Allen, Chas. E.	5 yr. Cer.	Hanover.
Adams, Georgiana	5 yr. Cer.	Fowlerville.
Arms, Anna V.	Lit. Sci.	South Lyon.
Beerman, Emma	5 yr. Cer.	Fruitport.
Brown, Wm. L.	Lit. Sci.	Ypsilanti.
Barnum, Edna M.	Eng. Ger.	Ypsilanti.
Ballard, Henry F.	Sci.	Ypsilanti.
Bell, Jennie M.	Lit. Sci.	Birmingham.
Barber, Sarah E.	5 yr. Cer.	Richland.
Barber, Carrie A.	Eng. Lat.	Richland.
Brown, Hattie M.	5 yr. Cer.	Richland.
Beebe, Edith M.	Mus.	Marcellus.
Buck, Mabel S.	Mus.	Ypsilanti.
Basney, Mrs. B. E.	Mus.	Algonac.
Burke, Gordon	Lit. Sci.	Ypsilanti.
Bussey, Mertie L.	5 yr. Cer.	Salem Station.
Brondige, John E.	Sci.	Davisburg.
Bridge, Jemima	M. Cl.	Pike's Peak.
Bagenstose, Abner	5 yr. Cer.	Leimbach, Pa.
Beerman, Preston G.	5 yr. Cer.	Fruitport.

NAME.	COURSE.	RESIDENCE.
Bissell, John L.	5 yr. Cer.	Richland.
Bennet, Philip A.	Eng. Lat.	Ironwood.
Bushnell, Edna	5 yr. Cer.	Ypsilanti.
Benson, Arthur F.	Lit. Sci.	Morrice.
Briggs, Altavene	5 yr. Cer.	Saline.
Baker, Ada Josephine	5 yr. Cer.	Lexington.
Beam, Lily M.	5 yr. Cer.	Howell.
Brown, Wells G.	Lit. Sci.	Breedsville.
Beach, Belle	5 yr. Cer.	Orleans.
Barnett, Francis A.	5 yr. Cer.	Commerce.
Boylan, Rosa A.	Lit. Sci.	Brighton.
Brownell, Roll	5 yr. Cer.	Davisburg.
Crippen, Frank G.	5 yr. Cer.	Ypsilanti.
Connell, Kittie	Lit. Sci.	Grand Rapids.
Carey, Jemima C.	Eng. Lat.	Falcon.
Colf, I. Newton	Lit. Sci.	Carleton.
Carey, Wm. H. D.	Sci.	Falcon.
Cowell, Alice	Lit. Sci.	Ypsilanti.
Crook, Geo. W.	Lit. Sci.	South Rockwood.
Chapman, Martha. May	5 yr. Cer.	Southfield.
Cruikshank, Laura M.	5 yr. Cer.	Lexington.
Cavanaugh, Ella M.	5 yr. Cer.	London.
Canole, Mary	5 yr. Cer.	Hudson.
Cook, Moreland	5 yr. Cer.	Ypsilanti.
Crosby, Dell	5 yr. Cer.	Vandalia.
Carr, Gertrude	5 yr. Cer.	Anderson.
Cheney, Ada	5 yr. Cer.	Wayne.
Chapman, Mattie C.	5 yr. Cer.	Southfield.
Cobb, Myron A.	Lit. Sci.	Ypsilanti.
Conklin, Belle	5 yr. Cer.	Maple Rapids.
Crane, Edith M.	5 yr. Cer.	Shepardsville.
Cross, Wm. L.	Lit. Sci.	Ypsilanti.
Conklin, Edwin G.	Lit. Sci.	Ypsilanti.
Churchill, Alice C.	Lit. Sci.	Constantine.
Conklin, Frank J.	5 yr. Cer.	Parshallville.
Carr, Clara L.	5 yr. Cer.	Dundee.
Carson, Mary	M. Cl.	Ypsilanti.
Craft, Florence	Lit. Sci.	Caldwell.

NAME.	COURSE.	RESIDENCE.
Conklin, Nettie	5 yr. Cer.	Eaton Rapids.
Cromie, Marguerite	Lit. Sci.	Ypsilanti.
Conrad, Carl C.	Eng. Ger.	Brighton.
Carter, Alice M.	5 yr. Cer.	Ashland Centre.
Coleman, Alvira	5 yr. Cer.	Kalamazoo.
Chamberlain, Jay	Sci.	Litchfield.
Conklin, S. Erwin	5 yr. Cer.	Tecumseh.
Cheesman, Albert A.	5 yr. Cer.	London.
Davis, Horton	5 yr. Cer.	Stony Creek.
Dodge, Susan C.	Eng. Fr.	Ypsilanti.
DeCew, Evelyn K.	Eng. Lat.	Ypsilanti.
Duffield, John B.	Lit.	Detroit.
Dawson, Marguerite W.	Lit. Sci.	Pontiac.
Dorgan, John	5 yr. Cer.	Gobleville.
Donohue, Mary	5 yr. Cer.	Grand Rapids.
Donald, Georgine M.	5 yr. Cer.	Spring Lake.
Drake, Lucy	5 yr. Cer.	Weston.
Dickinson, Orley G.	Lit. Sci.	Edwardsburg.
Dodge, John W.	Sp. Mus.	Ypsilanti.
Derbyshire, Olive E.	5 yr. Cer.	Ypsilanti.
Dixon, Rhoda L.	5 yr. Cer.	West Toledo, O.
Deane, Julia A.	5 yr. Cer.	Oak Grove.
Donaldson, Anna L.	5 yr. Cer.	St. Louis.
Depue, Cora	5 yr. Cer.	Plymouth.
Davis, Leverne	5 yr. Cer.	Davisburgh.
Dunlap, Francis Eugene	5 yr. Cer.	Whitmore Lake.
Ellsworth, Daniel H.	5 yr. Cer.	Ypsilanti.
Evans, Kittie P.	5 yr. Cer.	Owosso.
Eves, Emma	5 yr. Cer.	Romulus.
Eves, Alma	5 yr. Cer.	Romulus.
Erb, Edna A.	5 yr. Cer.	Bear Lake.
Ellis, Harriet Rosetta	Eng. Ger.	Ypsilanti.
Exelby, Elmer W.	Lit. Sci.	Deerfield.
Eadus, Lillian	5 yr. Cer.	Whitehall.
Eldred, Edith M.	5 yr. Cer.	Quincy.
Fletcher, Guy A.	5 yr. Cer.	Ypsilanti.
Foster, Anna G.	Kindergarten.	Clarkston.
Flint, Loren B.	5 yr. Cer.	Novi.

NAME.	COURSE.	RESIDENCE.
Fuller, Wm. C.	5 yr. Cer.	Milan.
Fiske, Mary Josephine	Lit. Sci.	Findlay, O.
Foley, Jessie C. H.	Lit. Sci.	Ypsilanti.
Fox, Nettie A.	M. Cl.	Pike's Peak.
Ferguson, Elbert W.	Eng. Lat.	Ypsilanti.
Fellows, Maritta	Sp. Mus.	Ypsilanti.
Fitzgerald, Patrick H.	Lit.	Ubley.
Fowler, Minnie W.	5 yr. Cer.	Flanders.
Ford, Anna	5 yr. Cer.	Detroit.
Fullington, Arthur J.	5 yr. Cer.	Ypsilanti.
Fuller, Jessie A.	Kindergarten.	Caro.
Figg, Joseph R.	5 yr. Cer.	Sunfield.
Fiske, Wm. C.	5 yr. Cer.	Ypsilanti.
Glass, Herbert	Sci.	Denton.
Galbraith, John C.	5 yr. Cer.	Port Huron.
Grant, Alice E.	5 yr. Cer.	Traverse City.
Gordon, Spencer S.	5 yr. Cer.	Bell Branch.
Goodrich, Ida S.	5 yr. Cer.	Portland.
Gillette, Anna	5 yr. Cer.	Coldwater.
Gillespie, George H.	Eng. Lat.	Wayne.
Geoghan, Blanche	Sci.	Ypsilanti.
Goodes, Fred	5 yr. Cer.	St. Johns.
Gordon, Donald C.	Eng. Lat.	Bell Branch.
Gaffney, Josephine	Mus.	Negaunee.
Garner, Mattie	5 yr. Cer.	White Lake.
Graves, John M.	5 yr. Cer.	Ypsilanti.
George, Hattie Louise	Lat. Ger.	Ypsilanti.
Goodrich, Anna L.	5 yr. Cer.	Imlay City.
Glosser, Homer D.	5 yr. Cer.	Lansing.
Graham, Belle Gladys	Lit. Sci.	Douglas.
Hunter, Linford W.	Lit.	Clinton.
Hastings, Marthena E.	5 yr. Cer.	Tecumseh.
Haley, Ralph	5 yr. Cer.	South Rockwood.
Horton, Minnie J.	5 yr. Cer.	Albion.
Hardy, Olive L.	5 yr. Cer.	Ypsilanti.
Hazard, Lincoln	5 yr. Cer.	Fulton.
Halloway, Carrie A.	5 yr. Cer.	Rome Centre.
Harrison, Lillian M.	5 yr. Cer.	Monroe.

NAME.	COURSE.	RESIDENCE.
Harwick, Clarence A.	5 yr. Cer.	Morocco.
Haight, Noriena M.	Lit.	Ypsilanti.
Harwood, Lois N.	5 yr. Cer.	Ypsilanti.
Hixson, J. Fred	Eng. Lat.	Ypsilanti.
Hungerford, Virgil	5 yr. Cer.	Lester.
Huffman, Mary	5 yr. Cer.	Albion.
Hinckson, Marguerite C.	5 yr. Cer.	Amadore.
Harding, Fannie M.	5 yr. Cer.	Goodison.
Hardy, Allen D.	5 yr. Cer.	Ypsilanti.
Hall, George	5 yr. Cer.	Owosso.
Harris, John B.	5 yr. Cer.	Stony Creek.
Haight, Effie M.	5 yr. Cer.	Milan.
Harris Della May	Eng. Lat.	Tompkins.
Hamlin, John S.	5 yr. Cer.	Eaton Rapids.
Holmes, Bertha A.	Lit. Sci.	Caseville.
Holmes, Estella	Lit. Sci.	Caseville.
Hay, Caroline M.	Lit. Sci.	Ypsilanti.
Hamlin, Mary J.	Sci.	Eaton Rapids.
Hunt, Mabel A.	Lit. Sci.	New Era.
Holmes, Carrie A.	5 yr. Cer.	Gregory.
Howell, Viva A.	5 yr. Cer.	Tecumseh.
Harton, Willis R.	5 yr. Cer.	Brooklyn.
Johnson, Ella M.	5 yr. Cer.	White Oak.
Jamieson, Eva H.	5 yr. Cer.	Fort Gratiot.
Johnson Henry E.	Sci.	Saline.
Kilpatrick, Jesse Earl	Eng. Ger.	Marine City.
Kelly, Lewis C.	5 yr. Cer.	Ypsilanti.
Kane, Kate M.	Lit. Sci.	New Boston.
Kimmell, Wm. L.	5 yr. Cer.	Ypsilanti.
Kinney, Ethel G.	5 yr. Cer.	Oshtemo.
Kelly, Margaret J.	5 yr. Cer.	Ubley.
Kingan, Mary A.	5 yr. Cer.	Tecumseh.
Kelly, Daniel	5 yr. Cer.	Ubley.
Klingaman, Belle	Mus.	Middlebury, Ind.
Knibloe, Jessie	5 yr. Cer.	Wauseon, O.
Keenan, Fannie	5 yr. Cer.	Jasper.
Kiley, Maggie E.	Mus.	Scofield.
Kurtz, Edith	Mus.	Genesee Village.

NAME.	COURSE.	RESIDENCE.
Keating, Rose A.	5 yr. Cer.	Allen.
Kiley, John J.	5 yr. Cer.	Scofield.
Kellogg, Minnie	5 yr. Cer.	Litchfield.
Kiley, Mary J.	5 yr. Cer.	Scofield.
Kerr, Edwin D.	5 yr. Cer.	Springville.
Kreps, Rudolph P.	5 yr. Cer.	Yargerville.
Kilpatrick, Anna E.	5 yr. Cer.	Marine City.
Light, Katie S.	5 yr. Cer.	Carpenter.
Lenhart, Barbara	5 yr. Cer.	Bridgman.
Lenhart, Emma	5 yr. Cer.	Bridgman.
Lamb, Kittie	Kindergarten.	Blissfield.
Lewis, Wm. H.	Sci.	Ypsilanti.
Little, George E.	5 yr. Cer.	Richland.
Leonard, Luna C.	Lit.	Brownsville.
Lusk, Eva May	Lit.	Ypsilanti.
Lybrook, Anna	5 yr. Cer.	Berrien Springs.
Lee, John W.	Lit.	Dexter.
Loud, Bessie A.	Eng. Fr.	Au Sable.
Lowden, Eleanor	5 yr. Cer.	Ypsilanti.
Leddy, Dora M.	5 yr. Cer.	Ypsilanti.
McFarlane, Etta E.	Kindergarten.	Detroit.
Murner, Eliza	5 yr. Cer.	Perry.
Mitchell, Ida	Eng. Ger.	Ypsilanti.
Mitchell, Susie	Eng. Ger.	Ypsilanti.
Moore, Alice E.	Lit.	Ypsilanti.
McKinley, Archie G.	Eng. Ger.	Centreville.
Moore, Harry	Eng. Lat.	Ypsilanti.
Marvin, Albert C.	5 yr. Cer.	Azalia.
Moore, Grace Etta	M. Cl.	Ypsilanti.
Monagin, Bertha M.	Eng. Lat.	Springville.
Marshall, Estelle M.	Lit. Sci.	Waterloo, N. Y.
Murdock, Albert H.	5 yr. Cer.	Berne.
Miller, George	Lit.	Tecumseh.
Murray, Marion	5 yr. Cer.	Plymouth.
McDonald, Hilda	5 yr. Cer.	Clinton, Ont.
McKnight, Marion E.	5 yr. Cer.	Walled Lake.
McDonald, Constance Nina	5 yr. Cer.	Clinton, Ont.
Macklem, Bertha	5 yr. Cer.	Crosswell.

NAME.	COURSE.	RESIDENCE.
McDougall, Mary Belle	5 yr. Cer.	Ypsilanti.
McRay, Marion B.	Lit. Sci.	Carson City, Col.
McDougall, Anna E.	5 yr. Cer.	Ypsilanti.
McCutcheon, Herbert	5 yr. Cer.	Marysville.
Milner, Lou	5 yr. Cer.	Stockbridge.
Merritt, Gertrude	5 yr. Cer.	Williamsville.
Miller, Edwin O.	5 yr. Cer.	Mason.
Monroe, John C.	5 yr. Cer.	Morrice.
Mills, Lotta	5 yr. Cer.	Litchfield.
Martin, Hermia E.	5 yr. Cer.	West Toledo, O.
Mair, Alex. P.	Eng. Lat.	Almont.
Maginn, Wm. J.	5 yr. Cer.	Mt. Morris.
McDonald, Mary E.	5 yr. Cer.	Wayne.
Monahan, Fred	5 yr. Cer.	Whitmore Lake.
Marvin, Bessie	Mus.	Frankfort.
McHuron, Ada	Lit.	Constantine.
McGregor, May	Eng. Lat.	Milan.
Noakes, Anna C.	5 yr. Cer.	Monroe.
Noble, Belle J.	Lit. Sci.	Coopersville.
Norris, Mary E.	Lit. Sci.	Vermontville.
Norton, Charles H.	Sci.	Hudson.
Neff, Maude	5 yr. Cer.	Bradford.
Nisbet, Archie W.	5 yr. Cer.	Eaton Rapids.
Osgood, Jennie	5 yr. Cer.	Ridgeway.
Osgood, Ralph D.	5 yr. Cer.	Samaria.
O'Brien, Frank L.	5 yr. Cer.	South Lyon.
Olcott, Emma L.	Mus.	Ypsilanti.
Owen, Edward K.	5 yr. Cer.	Ypsilanti.
Pease, Ruth C.	Mus.	Ypsilanti.
Pierce, Pruda B.	Eng. Lat.	Bell Branch.
Pettibone, Frances E.	5 yr. Cer.	Armada.
Phair, John D.	5 yr. Cer.	Quincy.
Phillips, Hettie	5 yr. Cer.	Ypsilanti.
Phillips, Hattie	5 yr. Cer.	Ypsilanti.
Paton, Henry W.	Eng. Lat.	Almont.
Paton, Nora E.	5 yr. Cer.	Almont.
Parsons, Gertrude	Mus.	Ypsilanti.
Payne, Henry S.	5 yr. Cer.	Jerome.

NAME.	COURSE.	RESIDENCE.
Pickett, Mary	Eng. Lat.	Leslie.
Pickett, Grace	Eng. Lat.	Leslie.
Page, Reba B.	5 yr. Cer.	Ypsilanti.
Pease, Wm. E.	5 yr. Cer.	Saline.
Parker, Wm.	5 yr. Cer.	Milton.
Padget, Libbie	5 yr. Cer.	Denton.
Parks, Fred H.	5 yr. Cer.	Battle Creek.
Parsons, Millie A.	5 yr. Cer.	Ann Arbor.
Preston, Lewis F.	5 yr. Cer.	Whitmore Lake.
Remington, Mae	Eng. Ger.	Ypsilanti.
Robb, Henry H.	Special.	Buel.
Randall, Nellie	Mus.	Wacousta.
Richardson, Fannie M.	Lit. Sci.	Caldwell.
Reynolds, Ellen	5 yr. Cer.	Quincy.
Rowley, Adaline W.	Eng. Lat.	Ypsilanti.
Rockwell, Jennie M.	Eng. Lat.	Negaunee.
Ries, Carrie	Lit.	Goodrich.
Ross, Florence Mabel	Lit. Sci.	Worden.
Rieman, Anna L.	5 yr. Cer.	Hadley.
Richmond, James	5 yr. Cer.	Berne.
Roberts. Frank	5 yr. Cer.	Scofield.
Rauch, Clifford H.	5 yr. Cer.	Erie.
Roe, Dollie	Lit. Sci.	Harbor Springs.
Rouse, Ellen A.	Mus.	Saline.
Rowley, Dewitt Ray	Eng. Lat.	Ypsilanti.
Rice, Louis A.	5 yr. Cer.	Ypsilanti.
Ross, Amabel	Sp. Mus.	Benton Harbor.
Richmond, John J.	Eng. Lat.	Mt. Pleasant.
Stewart, Nellie	5 yr. Cer.	Jeddo.
Smith, Charles E.	5 yr. Cer.	Sand Hill.
Spencer, Nellie	5 yr. Cer.	Brant.
Selfe, Flora A.	5 yr. Cer.	Jackson.
Selfe, Clara M.	5 yr. Cer.	Jackson.
Sloan, Frank	5 yr. Cer.	Ypsilanti.
Schlee, Julia P.	5 yr. Cer.	Ann Arbor.
Smith, Amanda A.	5 yr. Cer.	Hadley.
Stroh, Emma J.	5 yr. Cer.	Ann Arbor.
Sanford, Mary D.	5 yr. Cer.	Ore Hill, Conn.

NAME.	COURSE.	RESIDENCE.
Sherman, John J.	5 yr. Cer.	Lester.
Siegle, Frank	5 yr. Cer.	Ypsilanti.
Southworth, Nora	5 yr. Cer.	Downington.
Smith, Nellie E.	An. Cl.	Ypsilanti.
Sinclair, Annie	Lit. Sci.	Sarnia, Ont.
Smith, Lettie L.	Lit.	New Hudson.
Sabin, Edna B.	Lit. Sci.	Centreville.
Sweet, Chas. S.	5 yr. Cer.	Ypsilanti.
Stewart, Bert E.	Lit. Sci.	Scofield.
Stark, Walter A.	Lit. Sci.	Clarksville.
Sayre, Mabel A.	5 yr. Cer.	Canton.
Schick, Cecelia H.	Lit. Sci.	Ludington.
Shaw, Merry L.	Lit. Sci.	Ypsilanti.
Shankland, Minnie G.	Lit.	Ann Arbor.
Saunders, Marna E.	Eng. Ger.	Ypsilanti.
Snidecor, Jennie M.	M. Cl.	Ypsilanti.
Shaw, Inez P.	Eng. Lat.	Litchfield.
Smith, Frank C.	Eng. Ger.	Ypsilanti.
Smith, Wm. A.	An. Cl.	Denton.
Schuman, Carrie M.	5 yr. Cer.	Hand Station.
Steinbaugh, Albert	5 yr. Cer.	White Lake.
Sherman, Harley E.	5 yr. Cer.	Willis.
Smith, Carrie	5 yr. Cer.	New Hudson.
Swaine, Florence L.	M. Cl.	Ypsilanti.
Sherwood, Arthur	Sp. Mus.	Ypsilanti.
Titus, Manly	An. Cl.	Ypsilanti.
Titus, Lina	Sp. Mus.	Ypsilanti.
Teall, Fannie	Lit. Sci.	Ypsilanti.
Tower, Effie	Eng. Ger.	Grand View.
Turner, Edith L.	Eng. Ger.	Michigan Centre.
Tice, Rose Mary	5 yr. Cer.	Memphis.
Thomas, Ulysses S.	Lit.	Bloomingdale.
Trefry, Hattie	5 yr. Cer.	Winfield.
Taggart, Mary Agnes	Lit.	Ionia.
Thurston, Lucy E.	5 yr. Cer.	Almont.
Tripp, Wilber D.	An. Cl.	Ypsilanti.
Thompson, Tinnie	5 yr. Cer.	Saranac.
Voorheis, Herbert L.	Lit. Sci.	Hartland.

NAME.	COURSE.	RESIDENCE.
Van Auken, Minnie L.	Eng. Ger.	W. Windsor.
Vester, Wm. R.	5 yr. Cer.	Carleton.
Vanneter, Mary	Lit. Sci.	Williamston.
Woodruff, Eleanor	Sp. Mus.	Ypsilanti.
Warner, Martha	Sci.	Ypsilanti.
Wendell, Minnie	5 yr. Cer.	Alvesta, O.
Webb, Ottie May	5 yr. Cer.	Ypsilanti.
Welch, Edna Delia	5 yr. Cer.	Scofield.
Whidden, John	5 yr. Cer.	Vassar.
Wilcox, Willis A.	Eng. Lat.	Elva.
Whipple, Frank E.	Lit. Sci.	Belding.
Waltz, Mabel A.	Eng. Ger.	Waltz.
Wood, M. Wilhelmina	Lit.	Luther.
Wilber, Bert	Eng. Ger.	Ypsilanti.
Wright, Will L.	Lit. Sci.	Carson City.
Whillans, Nellie	Kindergarten.	North Burns.
Wait, Harry H.	5 yr. Cer.	Beech.
Wait, Herbert M.	5 yr. Cer.	Beech.
Wait, Perry F..	5 yr. Cer.	Beech.
Wright, Carrie	5 yr. Cer.	Ypsilanti.
Winchell, Chas. McL.	5 yr. Cer.	Allegan.
Warner, Hiram E.	5 yr. Cer.	Coldwater.
Wylie, Wm.	5 yr. Cer.	Pinckney.
White, Frances E.	5 yr. Cer.	Otsego
Wylie, Mary A.	5 yr. Cer.	Pinckney.
Yeckley, Adam Lee	Eng. Lat.	Rawsonville.
Young, Emma J.	5 yr. Cer.	Birmingham.
Young, Eva V.	5 yr. Cer.	Ypsilanti.

SECOND YEAR.

Alexander, Carrie E.	Lit. Sci.	Bennington.
Agnew, Mattie	5 yr. Cer.	Homer.
Allen, Fannie Irene	Kindergarten.	Hanover.
Allen, Eugenia	M. Cl.	Milan.
Allen, Fred	5 yr. Cer.	Weston.
Allen, Mary E.	5 yr. Cer.	Birmingham.
Aitken, Alice	5 yr. Cer.	Zion.

NAME.	COURSE.	RESIDENCE.
Aitken, Elizabeth	5 yr. Cer.	Zion.
Andrews, Frank E.	Lit. Sci.	Coldwater.
Allison, Jessie M.	Lit.	Reed City.
Bellinger, Fred	5 yr. Cer.	Mt. Pleasant.
Baldwin, Carrie	Kindergarten.	Monroe.
Banks, Grace L.	5 yr. Cer.	Day.
Babbitt, Alice L.	Mus.	Ypsilanti.
Bowers, Nora	Sci.	New Hudson.
Bowers, Dora	5 yr. Cer.	New Hudson.
Beardsley, Bessie C.	Lit. Sci.	Charlotte.
Bowerman, Mary I.	5 yr. Cer.	Blissfield.
Browning, Minnie	Eng. Lat.	Osceola.
Blackburn, Hattie S.	5 yr. Cer.	Burlington.
Bradley, Arthur	Eng. Lat.	Clinton.
Barber, Robt. E.	5 yr. Cer.	Grand Rapids.
Beurman, Eva E.	Eng. Ger.	Duplain.
Boice, Ethelyn Lenore	5 yr. Cer.	Ypsilanti.
Bassett, Edith K.	5 yr. Cer.	Novi.
Bentley, Amy	Lit. Sci.	Eaton Rapids.
Bentley, Ada E.	Lit. Sci.	Eaton Rapids.
Baskerville, Jennie E.	5 yr. Cer.	Hudson.
Buck, Charlotte	5 yr. Cer.	Ypsilanti.
Bristol, Orin L.	5 yr. Cer.	Morrice.
Blue, Peter	Sci.	Montpelier, O.
Basney, Burton E.	5 yr. Cer.	Starrville.
Brown, Clark L.	Eng. Lat.	Sparta.
Bissell, Katharyn B.	Eng. Lat.	Richland.
Barnhart, Edwin A.	5 yr. Cer.	Benton Harbor.
Button, Frances	Lit.	Ann Arbor.
Broad, Edith C.	Eng. Lat.	Negaunee.
Bird, Eddy T.	5 yr. Cer.	Romulus.
Bogue, Carl	Sci.	Vandalia.
Bovee, May	Kindergarten.	Northville.
Boyrie, Alice M.	Kindergarten.	Augusta.
Carpenter, Florence	Kindergarten.	Kalamazoo.
Capwell, Lettie L.	5 yr. Cer.	Grand Ledge.
Card, Ada M.	5 yr. Cer.	Bronson.
Carter, Carrie L.	5 yr. Cer.	Ashland Centre.

NAME.	COURSE.	RESIDENCE.
Crippen, Matie L.	5 yr. Cer.	Ypsilanti.
Clark, Eldon W.	5 yr. Cer.	Imlay City.
Cromie, Elizabeth M.	5 yr. Cer.	Ypsilanti.
Connell, Mary	Kindergarten.	Grand Rapids.
Camp, Jessie	5 yr. Cer.	Ypsilanti.
Covert, Georgia L.	5 yr. Cer.	Ypsilanti.
Cramer, Wm. D.	Sci.	Sparta.
Cook, Clara M.	M. Cl.	Cadillac.
Cady, G. V. Lloyd	5 yr. Cer.	Napoleon.
Crittenden, Blanche	5 yr. Cer.	Tipton.
Castell, Daniel G.	Lit. Sci.	Pontiac.
Charbonneau, Maggie	5 yr. Cer.	Ishpeming.
Colby, Rose	5 yr. Cer.	Ypsilanti.
Caul, Bessie E.	Sci.	Marcellus.
Case, Willis E.	5 yr. Cer.	York.
Canright, Alice B.	5 yr. Cer.	Leroy.
Durand, Wm. S.	5 yr. Cer.	Champion.
Danaher, Helena Q.	5 yr. Cer.	Ludington.
Daily, Marguerite, A.	5 yr. Cer.	Nottawa.
Davis, Wm. E.	Sci.	Manton.
Dansingburg, Fred J.	Mus.	Stony Creek.
Dewey, Adaline F.	Lit. Sci.	Toledo, O.
Diller, Harriet	Lit. Sci.	Mt. Morris.
Drake, Bertha	Eng. Lat.	Weston.
Dillon, Wm. E.	5 yr. Cer.	York.
Dingman, Fred	5 yr. Cer.	Okemos.
Donovan, Jeanette	Kindergarten.	Marquette.
Ellsworth, Florence M.	Eng. Ger.	Ypsilanti.
Evans, Frank L.	Eng. Lat.	Sherwood.
Elwell, Effie G.	Sci.	Leonard.
Fulton, Cora D.	Kindergarten.	Factoryville.
Fanger, Henrietta	5 yr. Cer.	Celina, O.
Ferguson, Lottie A.	5 yr. Cer.	Almont.
Frary, Blanche E.	5 yr. Cer.	Leslie.
Flowers, Herbert L.	Lit. Sci.	Ypsilanti.
Ford, Effie P.	5 yr. Cer.	Scotts.
Farwell, Oliver	Eng. Lat.	Ypsilanti.
Farnham, Jennie B.	Lit. Sci.	Ypsilanti.

NAME.	COURSE.	RESIDENCE.
Fiske, Lillian	Lit. Sci.	Ypsilanti.
Gass, Kittie I.	Lit. Sci.	Hersey.
Garner, Minnie	Kindergarten.	White Lake.
Gorden, Grant W.	Lit. Sci.	Bell Branch.
Gillespie, Wilmer J.	Eng. Lat.	Denton.
Geer, Winifred	Lit. Sci.	Dansville.
Graham, Laura R.	5 yr. Cer.	Plainwell.
Gifford, Arlon H.	5 yr. Cer.	Augusta.
Gardner, Altabel	5 yr. Cer.	Sand Beach.
Gorman, Maggie M.	Lit. Sci.	Ainger.
Gregor, Benj.	5 yr. Cer.	Deanville.
Gordon, Clifford D.	Eng. Ger.	Bell Branch.
Grant, Minnie	5 yr. Cer.	Washburn, Wis.
Hall, Grace	Eng. Lat.	Albion.
Hardy, Caroline Adelaide	Sci.	Ypsilanti.
Hayman, Frank D.	Eng. Lat.	Mottville.
Hoffman, Oscar	Lit. Sci.	Vistula, Ind.
Harris, Harley	Eng. Lat.	Tompkins.
Hardy, Carrie S. W.	Kindergarten.	Ypsilant.
Hill, Ada B.	Kindergarten.	Saline.
Harlow, Leila	Mus.	Decatur.
Howell, Joseph W.	Sci.	Macon.
Howard, Lewis N.	5 yr. Cer.	Berlin.
Howard, Benj F.	Eng. Lat.	Morrice.
Harrington, Frank J.	Eng. Lat.	Parma.
Holland, Rupert	Sci.	Lyons, O.
Harshbarger, Minnie A. S.	Lit. Sci.	Henderson.
Josenhans, Reinhold J.	5 yr. Cer.	York.
Johnson Thos. F.	Eng. Lat.	Columbus, O.
Kelley, James E.	Lit. Sci.	Cass City.
Knapp, Abbie	5 yr. Cer.	Comstock.
Kelly, Patrick H.	An. Cl.	Watervleit.
Keen, Henry F.	Sci.	St. Johns.
King, Horace C.	Eng. Lat.	Three Rivers.
Kennedy, John	5 yr. Cer.	South Lyon.
Lathers, John Stuart	Lit. Sci.	Inksters.
Loomis, Grace A.	5 yr. Cer.	Ypsilanti.
Leland, Mary	5 yr. Cer.	Three Rivers.

NAME.	COURSE.	RESIDENCE.
Lawrence, Minnie B.	5 yr. Cer.	Medina.
Little, Lucy E.	5 yr. Cer.	Richland.
Lewis, Cora E.	Kindergarten.	Ypsilanti.
Lickley, Nora May	5 yr. Cer.	Hudson.
Luxmore, Claude J.	An. Cl.	Grass Lake.
Lowe, Carl W.	Mus.	Whittaker.
Lipsey, Lillian	5 yr. Cer.	Charlotte.
Law, Reginald Sinclair	Lat. Ger.	Dearborn.
Lynch, Alice E.	Lit. Sci.	Detroit.
McGillis, Eliza	Lit. Sci.	Florence, Wis.
Moore, Jessie A.	Special.	Roseburg.
Miller, Florence M.	Kindergarten.	Belleville.
Mauzey, Grace E.	Kindergarten.	Manistee.
Mansfield, Mary	Lit. Sci.	Eaton Rapids.
McCall, David	5 yr. Cer.	Goodland.
McDougall, Hugh D.	Sci.	Alvinston, Ont.
Marshall, Berthena M.	Eng. Lat.	Morenci.
McCormack, Minnie	5 yr. Cer.	Idlewild.
Macklem, Hamilton A.	Sci.	Croswell.
McIntyre, Murta	Lit. Sci.	Petoskey.
Mosher, Edith R.	Eng. Ger.	Centreville.
Maybee, John W.	5 yr. Cer.	Lacota.
Moore, Barbara	Lit. Sci.	Bangor.
McKinlay, Chas. R.	Lit. Sci.	Centreville.
McMichael, Mary A.	Lit. Sci.	St. Clair.
Newcomb, Amy A.	Eng. Lat.	Marcellus.
Nichols, Cora A.	Lit.	East Saginaw.
Norton, Helen A.	Eng. Lat.	Hudson.
Oltendorf, Chas.	M. Cl.	Detroit.
Oysterbanks, Rush	Sci.	Novi.
Pierce, Ella L.	5 yr. Cer.	Ceresco.
Parker, Kittie	5 yr. Cer.	Vermontville.
Pomeroy, Esther C.	5 yr. Cer.	Ypsilanti.
Pomeroy, Anna	5 yr. Cer.	Ypsilanti.
Post, Gardner A.	Eng. Lat.	Belmont.
Pardee, Belle	Kindergarten.	Dearborn.
Prudden, Helen A.	Lit. Sci.	Chelsea.
Phillips, Memie	An. Cl.	Ypsilanti.

NAME.	COURSE.	RESIDENCE.
Putnam, Virgie R.	An. Cl.	Ypsilanti.
Philp, Marie	Mus.	Verona.
Philp, Jennie	Lit. Sci.	Verona.
Pattengell, Cora	Lit.	Plymouth.
Paton, Thos. W.	Eng. Lat.	Almont.
Peterson, Jessie	5 yr. Cer.	Charlevoix.
Riggs, Ernest H.	5 yr. Cer.	Belleville.
Riopelle, Nellie	Kindergarten.	Champion.
Rickett, Geo. S.	5 yr. Cer.	Brighton.
Richmond, Cunningham	5 yr. Cer.	Bay Port.
Rowley, Ruby E.	Lit. Sci.	Crystal Falls.
Remington, Edward S.	Sci.	Reading.
Riggs, Mary Grace	Kindergarten.	Belleville.
Richardson, De Witt	5 yr. Cer.	Austerlitz.
Russell, Iphigenia D.	5 yr. Cer.	Nottawa.
Roberts, Lillian	5 yr. Cer.	Detroit.
Riggs, Jessie	Sp. Mus.	Canton.
Smith, Grace M.	Lit. Sci.	Saline.
Stegenga, Derk	Eng. Lat.	New Holland.
Sawyer, Myrtle	Kindergarten.	Bellevue.
Smith, Chas. L.	Lit. Sci.	Dushville.
Smith, Mary E.	5 yr. Cer.	Evart.
Smith, Florence V. Z.	M. Cl.	Schoolcraft.
Smith, Burton B.	Lit. Sci.	Okemos.
Sweet, Milo J.	Lit. Sci.	Worden.
Stewart, Linnie M.	5 yr. Cer.	Belleville.
Smith, Ida A.	5 yr. Cer.	Petoskey.
Sill, Joseph	Lat. Ger.	Ypsilanti.
Simmons, Belle	5 yr. Cer.	Alpena.
Snook, Arza O.	Sci.	Breckenridge.
Schwartz, Maggie	Kindergarten.	Champion.
Schwartz, Sophia	Kindergarten.	Champion.
Sines, Myrta P.	5 yr. Cer.	Denton.
Steward, Caroline J.	Lit.	Traverse City.
Southwell, Maud L.	5 yr. Cer.	Detroit.
Smith, Chas. H.	An. Cl.	Chicago.
Sanders, Caroline	M. Cl.	Ypslanti.
Scott, Ina	Lit. Sci.	Verona.

NAME.	COURSE.	RESIDENCE.
Travis, Bert L.	Lit. Sci.	Jonesville.
Tiffany, Minnie B.	5 yr. Cer.	North Adams.
Tower, Ward	Eng. Lat.	Grand River.
Titus, Winnie A.	Eng. Lat.	Ypsilanti.
Thornton, Hattie	5 yr. Cer.	Sturgis.
Ulber, Margaret	Sci. Ger.	Worden.
Ulrich, Mamie	5 yr. Cer.	Ceresco.
Uren, Daisey	Lit. Sci.	Crystal Falls.
Vogt, Fannie	5 yr. Cer.	Richmond.
Vreeland, Chas F.	5 yr. Cer.	Coopersville.
Vandandaigue, Arzalie	Lit. Sci.	Willow Springs, Ark.
Voorheis, Herbert S.	An. Cl.	White Lake.
Vorenkamp, Etta	5 yr. Cer.	Kalamazoo.
Waldron, Adah	Kindergarten.	Tecumseh.
Wait, Lewis E.	5 yr. Cer.	Marshall.
Welch, Wm. H.	Lit. Sci.	Michigan Centre.
Williams, Grace B.	5 yr. Cer.	Kent City.
Warren, Frank E.	Eng. Lat.	Ypsilanti.
Woods, Josephine	Lit.	West Branch.
Wetherbee, John A.	Eng. Lat.	Three Rivers.
Wells, Sadie E.	5 yr. Cer.	Eastmanville.
Warner, Florence M.	Lit. Sci.	Ypsilanti.
Walker, Willetta M.	Sp. Mus.	Dansville.

THIRD YEAR.

Adams, Metta A.	5 yr. Cer.	Tecumseh.
Andrews, Mark S.	Lit. Sci.	Coldwater.
Angel, Lucy	5 yr. Cer.	Shelbyville.
Angevine, Frank E.	5 yr. Cer.	Cadillac.
Adams, Geo. Herbert	Eng. Lat.	Sault Ste. Marie.
Allen, Cora Belle	Lit. Sci.	Ypsilanti.
Arthur, Frank	Lit. Sci.	Byron.
Arms, Alice Eliza	Lit. Sci.	Ypsilanti.
Bacon, Caroline	M. Cl.	Pontiac.
Bowers, Estella I.	Lit. Sci.	Ypsilanti.
Banwell, Susan G.	5 yr. Cer.	Detroit.
Burr, Homer	Sci.	Adrian.

NAME.	COURSE.	RESIDENCE.
Briggs, Flora	Lit. Sci.	Saline.
Babbitt, Nora C.	Sp. Mus.	Ypsilanti.
Bates, Agnes A.	Lit. Sci.	Grayling.
Beers, Nelson R.	Eng. Lat.	Plainwell.
Bendit, Eva	Lit. Sci.	Manistee.
Bentley, Bertha	Lit. Sci.	Hastings.
Charbonneau, Celina A.	5 yr. Cer.	Ishpeming.
Cutcheon, Josephine M.	5 yr. Cer.	Portland.
Craw, Emma O.	5 yr. Cer.	Lowell.
Clark, Bertha	5 yr. Cer.	Adair.
Cronk, Carrie W.	Kindergarten.	Flint.
Crumback, Allie A.	5 yr. Cer.	Grand Rapids.
Covert, Ida M.	5 yr. Cer.	Ypsilanti.
Cowgill, Paul A.	An. Cl.	Cassopolis.
Coates, Minnie E.	Lit. Sci.	Manistee.
Creasy, Frank E.	Eng. Lat.	Three Rivers.
Curtis, Chas. W.	Lit. Sci.	West Sumpter.
Crittenden, Clifford D.	An. Cl.	Tipton.
Carnahan, Lydia L.	Eng. Lat.	South Haven.
Carr, Etta Mae	Lit. Sci.	Cassopolis.
Crippen, Carrie M.	Lit. Sci.	Ypsilanti.
Cody, Frank	Lit. Sci.	Belleville.
Camp, Elvira L.	Eng. Lat.	Ypsilanti.
Davis, Eva Lena	Sp. Mus.	Negaunee.
Dasef, Alem W.	5 yr. Cer.	Sheridan.
Doyle, Alice Clare	5 yr. Cer.	Grand Rapids.
Derbyshire, Willits M.	5 yr. Cer.	Ypsilanti.
Duncan, Helen	Eng. Ger.	Plymouth.
Dean, Eva M.	Sci.	Harrisville.
Dickinson, Mary A.	Sp. Mus.	Ypsilanti.
Eddy, Alice M.	Lit. Sci.	Armada.
Earle, Charlotte	Kindergarten.	Lansing.
Ellsworth, Geo. H.	Sci.	Ypsilanti.
Ford, Arthur H.	5 yr. Cer.	Scotts.
Gilmore, Elizabeth	Lit. Sci.	Ypsilanti.
Goffe, Hattie A.	5 yr. Cer.	Mosherville.
George, Grace A.	Lat. Ger.	Ypsilanti.
Geer, Florence E.	5 yr. Cer.	Ypsilanti.

NAME.	COURSE.	RESIDENCE.
Goodrich, Ernest P.	Sci.	Ypsilanti.
Gray, Nettie Caroline	5 yr. Cer.	Ypsilanti.
Gray, Margaret C.	Eng. Lat.	Detroit.
Gorton, Fred R.	Sci.	Waterloo.
Gibson, Marjory	M. Cl.	St. Clair.
Glover, Elizabeth E.	Eng. Ger.	Anderson.
Glanville, Daisy	Lit. Sci.	Lake Linden.
Howland, Bertrand	Lit. Sci.	Waterloo.
Harris, Frances M.	Eng. Lat.	Ypsilanti.
Houston, John D.	5 yr. Cer.	Marshall.
Hinkley, Mary Belle	5 yr. Cer.	Benton Harbor.
Holmes, Clarence E.	Lit. Sci.	Lansing.
Hemingway, Delia Alice	5 yr. Cer.	Hadley.
Harper, David	Lit. Sci.	Milford.
Henderson, Lillian A.	5 yr. Cer.	Hadley.
Holloway, Ross L.	Lit. Sci.	Portland.
Hazzard, Eleanor S.	Lit. Sci.	Centreville.
Holbrook, Emma	M. Cl.	Ypsilanti.
Hinebaugh, Wm.	Lit. Sci.	Litchfield.
Horrigan, Mary	Lit. Sci.	Ypsilanti.
Hitchcox, Estelle	Lit. Sci.	Union.
Higgins, Jay P.	Sci.	Daily.
Ingersoll, May H.	5 yr. Cer.	Dundee.
Ingersoll, Julia Louise	Sp. Mus.	Dundee.
Jenkins, Joseph R.	5 yr. Cer.	Kalkaska.
Jenks, Allie	Lit. Sci.	Sand Beach.
Jory, Annie	Lit. Sci.	Calumet.
Johnson, Schuyler	Sci.	Wixom.
Jackson, Jessie L.	Lit. Sci.	Coloma.
King, Sarah Edith	5 yr. Cer.	Coral.
Knapp, Lois E.	Lit. Sci.	Leslie.
Keyes, David G.	Lit. Sci.	Hope.
Loree, Ira Dean	5 yr. Cer.	Ridgeway.
Lewis, Ema	5 yr. Cer.	Ypsilanti.
Loomis, Nellie M.	Lit. Sci.	Jonesville.
Lincoln, Maude M.	Lit. Sci.	Armada.
Lownsbury, Nellie	Lit. Sci.	Ypsilanti.
Lovell, Mary E.	Lit. Sci.	Jonesville.

NAME.	COURSE.	RESIDENCE.
McNicol, Jeanie	Lat. Ger.	Ypsilanti.
Morrison, Mae E.	5 yr. Cer.	Tecumseh.
Malcolm, Wm. G.	5 yr. Cer.	Commerce.
Miller, Henry C.	5 yr. Cer.	Belleville.
McLaughlin, Jas. H.	5 yr. Cer.	Kalamazoo.
Munsell, May Augusta	Kindergarten.	Jonesville.
McNeil, Emma	5 yr. Cer.	Alcona.
McKeown, Cecelia	5 yr. Cer.	Jonesville.
Morse, John	5 yr. Cer.	Caseville.
McConnell, Frances M.	M. Cl.	Grand Haven.
Miller, Flora B.	Lit. Sci.	Cadillac.
Moorman, Bertha E.	Lit. Sci.	Belding.
Mann, Retta	Lit. Sci.	Hadley.
Merritt, Jessie M.	Lit. Sci.	Hillsdale.
Maxwell, Mary Ellen	Lit. Sci.	Mt. Pleasant.
Nichols, Henry H.	5 yr. Cer.	Byron.
Nelson, Nettie B.	Lit. Sci.	Grand Rapids.
Nicholson, Judd B.	An. Cl.	Wixom.
Osmun, Minnie J.	Lit.	Pontiac.
Prall, Satie E.	Lit. Sci.	Traverse City.
Pease, Maggie M.	Lit. Sci.	Saline.
Pease, Rubie W.	Eng. Lat.	Chicago.
Peyton, E. Blanche	Eng. Ger.	Ypsilanti.
Prudden, Adah J.	Lit. Sci.	Chelsea.
Parks, Jessie L.	Lit. Sci.	Battle Creek.
Pitkin, Ernest N.	5 yr. Cer.	Brighton.
Putney, Chas. G.	Lit. Sci.	Speaker.
Roode, John Q.	5 yr. Cer.	Jerome.
Robbins, Amanda M.	5 yr. Cer.	Ypsilanti.
Rorison, Jane F.	Lit. Sci.	Waterloo, N. Y.
Ross, De Forrest	5 yr. Cer.	Benton Harbor.
Rieman, John F.	Lit. Sci.	Hadley.
Rouse, Grace A.	Lit. Sci.	Saginaw.
Ransom, Nina L.	Eng. Ger.	Jonesville.
Romine, John W.	Lit. Sci.	Waltz.
Romine, Frank E.	Lit. Sci.	Waltz.
Randall, Minnie E.	Lit. Sci.	River Raisin.
Ryder, Edward H.	Eng. Lat.	Northville.

NAME.	COURSE.	RESIDENCE.
Rogers, Louisa	Lit. Sci.	Lenawee Junction.
Ritchie, Hanna B.	Lit.	Calumet.
Rosenberry, Marvin B.	An. Cl.	Fulton.
Sines, Carl Mortimer	5 yr. Cer.	Denton.
Simmons, D. E.	Lit. Sci.	Amadore.
Slonaker, Harvey J.	Lit. Sci.	Gobleville.
Salisbury, Harry	Lit. Sci.	Dayton.
Savage, Nettie M.	Lit. Sci.	Cassopolis.
Sanford, Lydia Antoinette	Lit. Sci.	Saline.
Smith, Cora M.	Lit. Sci.	Niles.
Sheldon, Florence M.	Eng. Lat.	Blissfield.
Stuart, Mary Belle	Eng. Lat.	Schoolcraft.
Shetterly, Geo. A.	Lit. Sci.	Edwardsburg.
Sherwood, Angie	Eng. Lat.	Bellevue.
Savage, Paul H.	Sci.	Cassopolis.
Stuart, Edith R.	Eng. Lat.	Schoolcraft.
Sigerfoos, Belle	Eng. Ger.	Arcannum, O.
Sisung, Victor	Eng. Lat.	Newport.
Schafer, Fred D.	Eng. Lat.	Ida.
Tupper, Lewis N.	5 yr. Cer.	Ypsilanti.
Transue, Chas. J.	Kindergarten.	Saranac.
Tanner, Mary	Lit. Sci.	Marshall.
True, Myra Belle	Lit. Sci.	Armada.
Tanner, Belle	Lit. Sci.	Marshall.
Taylor, Nettie E.	Lit. Sci.	Manchester.
Voorheis, Delphine	Eng. Ger.	White Lake.
Voorheis, George O.	Sci.	Ypsilanti.
Vroman, Rosalia C.	Lit. Sci.	Monroe.
Walker, Margarette	Lit. Sci.	Atlantic Mine.
Walker, Bella J.	Lit. Sci.	Atlantic Mine.
Williams, Roy E.	Eng. Lat.	Sturgis.
Webb, Birdie	5 yr. Cer.	Cassopolis.
Weimer, Cora B.	5 yr. Cer.	Benton Harbor.
Walsh, Hattie C.	5 yr. Cer.	Charlotte.
White, Frank M.	5 yr. Cer.	Ypsilanti.
Warner, Wm. E.	5 yr. Cer.	Eureka.
Wilcox, Henry D.	5 yr. Cer.	Woodstock.

NAME.	COURSE.	RESIDENCE.
Wimer, Milton W.	Lit. Sci.	Coldwater.
Wilber, Fred P.	Lit. Sci.	Ypsilanti.

FOURTH YEAR.

Aldrich, Grace A.	Eng. Fr. & Kin.	Bowne.
Austin, Robt. O.	Eng. Lat.	Morrice.
Brown, Alice	An. Cl.	Ypsilanti.
Burridge, Judson G.	Lit. Sci.	Benton Harbor.
Blodgett, Herbert T.	Sci.	Ludington.
Bishop, Mabel Irene	Eng. Lat.	Leslie.
Bradshaw, Elvira A.	Lit. Sci.	West Sumpter.
Brophy, Ella	Lit. Sci.	Dryden.
Beeman, Edmund	Sci.	Waterloo.
Boyd, Fred James	Lit. Sci.	Tecumseh.
Chapin, Mary Bogardus	Lit. Sci.	Coldwater.
Crippen, Anna Lillian	Lit. Sci.	Ypsilanti.
Cortright, Lillian Maude	M. Cl.	Charlotte.
Carrick, Chas. H.	Lit. Sci	West Branch.
Chase, Sara Thomasina	Eng. Lat.	Otsego.
Creasey, Olivia	Lit. Sci.	Three Rivers.
Dickinson, George H.	Lit. Sci.	White Pigeon.
Doolittle, Cora	Lit. Sci.	Wheatland.
Doane, Harry Clifford	An. Cl.	Ypsilanti.
Dickinson, Sara G.	Lit. Sci.	Ypsilanti.
Davidson, Loana M.	Eng. Lat.	Tecumseh.
Freeman, Mary Ella	Lit. Sci.	Flushing.
Flower, Emily	Lit. Sci.	Ypsilanti.
Goodspeed, Clara L.	Lit. Sci. & Kin.	Ypsilanti.
Goodes, Minnie May	Lit. Sci.	St. Johns.
Gangnuss, Henry W.	Lit. Sci.	Brighton.
Hopkins, Ida Fay	Lit. Sci.	Grand Rapids.
Hoover, Alice Etta	An. Cl.	E. Buffalo, N. Y.
Hale, Wm. H. C.	Lit. Sci.	Brownsville.
Henderson, Adalynn P.	Lit.	Dowagiac.
Hawkins, Caroline W.	M. Cl.	Ypsilanti.
Hyser, Herman W.	Sci.	Austerlitz.
Hale, Mabel E.	Eng. Lat.	Detroit.

NAME.	COURSE.	RESIDENCE.
Jeffers, Fred A.	Lit. Sci.	Ypsilanti.
Knooihuizen, Nicholas	Lit. Sci.	New Holland.
King, Wm. H.	An. Cl.	Coldwater.
Lambie, Eunice M.	M. Cl.	Ypsilanti.
Lane, Annie	An. Cl.	Hudson.
Landfair, Kate Alene	M. Cl.	Leslie.
McPhail, Helen L.	Lit. Sci.	Caro.
Moss, Wm. Ray	An. Cl.	Maple Rapids.
Mills, Rolfe A.	Lit. Sci.	Macon.
McElheney, Bertha	Lit.	Lawton.
Maxwell, Catharine Ellen	Lit. Sci.	Decatur.
Mandeville, James M.	Lit. Sci.	Lapeer.
Marvin, Almon L.	Eng. Ger.	Frankfort.
Mead, Ellsworth C.	Lit. Sci.	Ypsilanti.
Norton, Aurilla	Lit. Sci.	Parkville.
Norton, Amy	Lit. Sci.	Parkville.
Otis, Libbie Grace	Lit. Sci.	Palo.
Overholt, Lester S.	Lit. Sci.	Fulton.
Osborne, Mary Lauretta	Eng. Lat.	Tecumseh.
Prowdley, Frank	Lit. Sci.	Constantine.
Pettapiece, Lauretta E.	Eng. Lat.	Bay City.
Peck, Myrta Estelle	Lit. Sci.	Greenville.
Plunkett, Hattie M.	Eng. Lat.	Ovid.
Palmer, Lucy J.	Eng. Lat.	Morenci.
Pullen, Laura B.	Lit. Sci.	Ypsilanti.
Rogers, George E.	Lit. Sci.	Millington.
Schafer, John G.	Lit. Sci.	Fredonia.
Snure, John	An. Cl.	Adamsville.
Sprague, Herbert A.	An. Cl.	Union City.
Smith, Josephine	Lit. Sci.	Grand Rapids.
Snure, Minnie	Eng. Lat.	Adamsville.
Stanley, George A.	Lit. Sci.	Corvallis, Oreg.
Sheldon, Frances S.	Lit. Sci.	Grand Haven.
Sloan, Nettie D.	Lit. Sci.	Ypsilanti.
Sloan, Lida	Lit. Sci.	Ypsilanti.
Severance, Henry O.	An. Cl.	South Lyon.
Snowdon, Harry H.	Lit. Sci.	Pontiac.
Tefft, Mary Lillian	Lit. Sci.	Spring Arbor.

NAME.	COURSE.	RESIDENCE.
Town, Ida May	Lat. Ger.	Leslie.
Tracy, Ina L.	Lit. Sci.	Custer.
Wente, Olive M.	Eng. Ger.	Manistee.
Walter, Minnie E.	Lat. Ger.	Allegan.
Weir, Wm. Wallace	Lit. Sci.	Austerlitz.
Wetmore, Lena	Lit. Sci.	Concord.
Wheeler, Frank J.	An. Cl.	Ypsilanti.
Zimmerman, Maria	An. Cl. & Eng. Ger.	Ann Arbor.

SPECIAL.

Bradshaw, Esther F.	Sp.	Roseburg.
Belsher, Alice Venning	Mus.	Ypsilanti.
Bressler, Mary H.	Sp.	Elkhart, Ind.
Burr, Anna E.	Sp.	Adrian.
Brown, J. Ernest	Sp.	Fowlerville.
Brott, Carrie	Sp.	Monroe.
Clark, Elnora M.	Sp.	Grass Lake.
Carey, Eleanor	Sp.	Falcon.
Comstock, Emilie	Sp.	Ypsilanti.
Farwell, Nellie	Sp.	Ypsilanti.
Fairfield, Louisa A.	Sp.	Tabor, Iowa.
Green, Fred W.	Sp.	Cadillac.
Holmes, Louisa	Sp.	Lansing.
Hutchings, Wm.	Sp.	Leslie.
Jenness, Laura S.	Sp.	Ypsilanti.
Janauschek, Alfreda	Mus.	Petoskey.
Jenks, Katie M.	Sp.	Denton.
Jewett, Don. C.	Sp.	Ypsilanti.
Kelb, Susan	Sp.	Union.
Lee, Lucinda B.	Sp.	Ypsilanti.
Lyons, Milton M.	Sp.	Jerome.
Murray, Ellen B.	Sp.	Ypsilanti.
Morey, Alice	Sp.	Ypsilanti.
Osband, Marna Ruth	Sp.	Ypsilanti.
Owen, Abbie I.	Mus.	Ypsilanti.
Osband, Meda L.	Sp.	Ypsilanti.
Robb, Katharine	Sp.	Belleville.

NAME.	COURSE.	RESIDENCE.
Richards, Jennie M.	Sp.	Ypsilanti.
Stevens, Grace B.	Sp.	Ypsilanti.
Tuttle, Helen	Sp.	Ypsilanti.
Tolend, Wm. J.	Sp.	Brooklyn.
Van Buren, Dennis C.	Sp.	Dexter.
Wilber, Minnie	Mus.	Ypsilanti.

POST GADUATES.

Bacon, Helen E.	Sp.	Pontiac.
George, Ransom G.	Sp.	Ypsilanti.
Henjes, Anna B.	Sp.	Douglas.
Hendryx, Luella	Sp.	Coldwater.
Laird, Mrs. Van	Sp.	Sherwood.
Marshall, Belle	Sp.	Ypsilanti.
Rowan, Jeanie	Sp.	Almont.
Stuart, Mary	Sp.	Fremont.
Towner, Carrie	Mus.	Ypsilanti.
Thomas, Jessie	Sp.	Decatur.
White, Fred McK.	Sp.	Centreville.
Wilson, Daniel F.	Sp.	Stockbridge.
Woodard, Gertrude E.	Sp.	Ypsilanti.
Quirk, Nellie	Sp.	Ypsilanti.

COURSE FOR COLLEGE GRADUATES.

Jennings, Alfred E.	Ann Arbor.
Lightbody, Wm.	St. Clair.
Wilson, Robt. H.	North Aurelius.

ENROLLMENT, 1890-91.

Normal Department,			909
Of the above number, the following were also enrolled as pupils in the Conservatory of Music:			
Piano,	68		
Organ,	5		
Voice Department,	69		
	142		
Deduct counted twice,	40		
	102		
Training School—			
Kindergarten,	61		
Model Primary,	63		
Intermediate,	124		
Grammar Grades,	122		
		370	
Deduct Transfers,		49	
			321
Total Enrollment,			1230

GRADUATING CLASS, 1890.

THREE YEARS' COURSES.

Blount, Mary
Burgess, Hattie L.
Burdick, Nina G.
Cross, Carrie A.
Cady, Louise M.
Corbin, Hattie J.
Curtis, Carrie E.
Conrad, Stella J.
DuDois, Eva M.
Daniells, Fannie A.
Darling, Mate B.
Funston, Carrie F.
French, Leslie
Gray, Nettie Christina
Gates, Mina M.
Higbee, Carrie
Hutton, Sadie E.
Knight, Ernest G.
Kennedy, Belle
Kingsley, James R.
Keiser, Edward
Levens, Mabel
Lewis, Matie O.
McAdam, Minnie
Mills, Rolfe A.
Marvin, Nellie
O'Grady, Annie L.
Prowdley, Flora
Rieman, Wm. H.
Robb, Grace D.
Robison, Eudora V. D.
Riopelle, Eva
Sullivan, Kittie
Sherman, Jennie A.
Stebbins, Elva
Shaw, Eva B.
Smalley, Gertrude L.
Sturgis, James W.
Tripp, Frances Ethel
White, Nettie J.
Walsh, Mary A.
Weir, Wm. W.
Webb, Florence S.

FOUR YEARS' COURSES.

Ames, Florence, Lit.
Bailey, Delia S., An. Cl.
Bishop, Erma A., Lit.
Bromley, Brownie, Lat. Ger.
Butler, Miriam, Sci. Sh. Ger.
Brooks, Stratton D., An. Cl.
Bradshaw, Frank M., Sci. Lat.
Campbell, Hannah, Sci. Sh. Ger.
Curtis, Luella, Sci. Lat.
Creed, Luella L., Sci. Sh. Ger.
Camburn, Lewis S., Lit. Sci.
Cobb, Frank I., Sci.
Coates, Lemuel L., Lit. Sci.
Davies, Nettie L., Lat. Ger.
Daniell, Rose, Sci. Fr.
Dunham, Fred C., An. Cl.
Monroe, Eleanor, Sci.
Mutschell, Tillie, Eng. Ger.
Munger, William L., Lit. Sci.
Norbert, Delia J., Eng. Sh. Lat. & Ger.
Nicholls, Alfred C., Mus.
Norton, Lucy S., An. Cl.
Nethercott, Efferd R., Lit. Sci.
Peet, Retta, Sci. Sh. Lat. Ger.
Pickett, Edwin E., Eng. Lat.
Pickett, Abbie L., Lit. Sci.
Potts, Sam'l E., Sci.
Pocklington, Ida M., Lit. Sci.
Pattison, Hattie A., An. Cl.
Pearson, Frances R., An. Cl. Sci. Lat.
Reynolds, Carrie, Sci. Sh. Ger.
Richardson, Bert, An. Cl.

Duncan, Margaret J., Lit.
Eisenlord, Belle, Lat. Ger.
French, Lois A., Lit. Sci.
Flower, Adaline W., Lit. Sci.
Farnham, Chas. A., An. Cl.
Gier, Samuel J., Sci. Lat.
Green, Myra W., Lat. Ger.
Green, Mary S., Lat. Ger.
George, Ransom G., An. Cl. Lat. Ger.
Howe, Roy J., Lit. Sci.
Hardy, Belle, Sci. Lat.
Hynes, Ella, Lit.
Huntington, Flora J., Eng. Lat.
Hanford, Belle L., Lit.
Ingraham, Fred L., Lit.
Jewett, Ida Belle, M. Cl.
Kimes, Byron C., An. Cl.
Latson, Mary E., Lat. Fr.
Lott, Henry C., Sci. Lat.
La Pointe, Ellen, Lit. Sci.
Livingston, Hattie S., Lit.
Spencer, Leah A., Lit. Sci.
Swartout, Mae, Eng. Sh. Lat. Ger.
Sturgis, Alice, M. Cl.
Sanders, Adah, Sci. Lat.
Smith, Rush R., M. Cl.
Sweezy, Irene, Lit. Sci.
Stirling, Nellie M., Lit.
Strawseight, Lizzie, Lit. Sci.
Snow, Alfred C., Sci. Sh. Lat.
Thompson, James H., Sci. Lat.
Treat, Annie A., Lit. Sci.
Thompson, Harry D., Sci. Sh. Ger.
Turk, George O., Lit. Sci.
Trempe, Minnie O., Lit. Sci.
Valnave, Delphine M., Lit. Sci.
Valentine, Miles E.
Warne, G. Herbert, Lit. Sci.
White, Fred M., An. Cl.
Watson, Marion, Eng. Ger.
Wells, Frank W., Sci. Lat.
Whitehead, M. Fronia, Lit. Sci.

DEGREE OF MASTER OF PEDAGOGICS.

Julia Anne King.
Walter S. Perry.
Joseph G. Plowman.
John M. B. Sill.
Edwin C. Thompson.
Lucy A. Chittenden.

DEGREE OF BACHELOR OF PEDAGOGICS.

William H. Brooks.

PROGRAM OF RECITATIONS AND EXERCISES, 1891-92.

FIRST TERM.

Names of Studies peculiar to Advanced Courses are printed in italics.

CHAPEL EXERCISES 8:20 A. M.

FIRST HOUR, 8:40–9:25.—Algebra I (9th Grade.) Algebra III. Drawing. French V. German V. *Greek V.* Geology. Geometry, Solid. History, Prof. Training, 4th 5 weeks. History, Institutes of. Kindergarten Instruction. Literature, English. Latin VII. Musical Composition. Psychology Applied. Reading and Orthoëpy, 1st 10 wks. and 2d 10 wks. Science, Prof. Training, 3d 5 wks. Voice Culture III, or Instrumental Music. Zoölogy.

SECOND HOUR, 9:30–10:15.—Algebra II. Algebra III. Drawing. German I (9th Grade). Greek I. Geometry, Plane. History, Continental. History, U. S. Constitutional. Literature, Eng. Latin I (9th Grade). Physics I. Physical Lab. Prac. Psychology. Rhetoric. Teaching. Vocal Music. Vocal Music (9th Grade). Zoölogy.

THIRD HOUR, 10:20–11:05.—Arithmetic, Ac. Rev., 1st and 2d 10 weeks. Arithmetic, 20 wks. Biological Lab. Prac. Drawing, Adv. Geometry, Plane. German III. German I. Greek III. Grammar (9th Grade). Grammar, Ac. Rev., 1st and 2d 10 wks. Grammar, 20 wks. History, U. S. Political. Harmony, Adv., or Counterpoint. *Latin XI.* Physic II. Physical Lab. Prac. Physiology (9th Grade). Psychology, Advanced. Teaching.

FOURTH HOUR, 11:15–12.—Algebra II. Arithmetic, Ac. Rev., 1st and 2d 10 wks. Arithmetic, 20 wks. Chemistry. English (9th Grade). French III. German III. Grammar, Ac. Rev., 1st and 2d 10 wks. Grammar, 20 wks. Grammar (9th Grade). Harmony I. History, General. History, U. S. (9th Grade). History of Education, 2d 10 weeks. Latin III. Latin V. Physics II. Teaching. Voice Culture I.

FIFTH HOUR, 12:05–12:45.—Algebra Higher. Algebra I (9th Grade). Arithmetic (9th Grade). Chemistry. French I. Modern Lit. and Methods, 1st 10 wks. Geography, Ac. Rev., 1st and 2d 10 wks. Government, Science of, Ac. Rev., 1st and 2d 10 wks. Harmony I. Kindergarten Instruction. Latin III. Latin I. Classical Lit. and Methods, 2d 10 wks. Old and Middle English. Physiology, Ac. Rev., 1st and 2d 10 wks. Physics I. Penmanship, 1st and 2d 10 wks. Rhetoric. Read- and Orthoëpy, 1st and 2d 10 wks.

AFTERNOON.—Teaching in Training School, and other exercises and lessons as may be required.

SIXTH HOUR, 2:45–3:30.—Professional Training in Common Branches; Reading, 1st 5 wks.; Grammar, 2d 5 wks.; Geography, 3d 5 wks.; Arithmetic, 4th 5 wks.

PROGRAM OF RECITATIONS AND EXERCISES, 1891-92.

SECOND TERM.

Names of Studies peculiar to Advanced Courses are printed in italics.

CHAPEL EXERCISES 8:20 A. M.

FIRST HOUR, 8:40–9:25.—Algebra II. *Calculus.* Drawing. *Entomology.* Geometry, Solid. German IV. *Greek VI.* Government, Science of, 1st and 2d 10 wks. Grammar (9th Grade). History, Prof. Training, 4th 5 wks. Harmony II. Kindergarten Instruction. Latin VIII. Psychology Applied. Physics II. Physical Lab. Prac., 1st 10 wks. Physiology, Ac. Rev., 1st and 2d 10 wks. Rhetoric. *Rhetoric, Advanced.* Science, Prof. Training, 3d 5 wks. Voice Culture VI, or Inst. Music.

SECOND HOUR, 9:30–10:15.—Arithmetic, Ac. Rev., 1st and 2d 10 wks. Arithmetic, 20 wks. Algebra III. Biological Lab. Prac. Drawing, Advanced. German VI. German II. Grammar, Ac. Rev., 1st and 2d 10 wks. Grammar 20 wks. Greek IV. History, U. S. Political. History and Lit. of Music. Latin II. Physics, Advanced. Physics I. Psychology. Physiology (9th Grade). Study of Masterpieces. Teaching. Voice Culture V., or Instrumental Music.

THIRD HOUR, 10:20–11:05.—Algebra II. Astronomy. Book-keeping, 2d 10 wks. Botany. Drawing. Geometry, Solid. German II. (9th Grade). History, U. S. (9th Grade). History, Eng. Constitutional. Literature, American. Literature, Eng., Adv., 1st 10 wks. Latin IV. Latin II. (9th Grade). *Psychology, Adv.* Political Economy, 2d 10 wks. Physics I. Reading and Orthoëpy, 1st and 2d 10 wks. Teaching. Voice Culture IV., or Instrumental Music. Voice Culture II.

FOURTH HOUR, 11:15–12.—Algebra III. Arithmetic, Ac. Rev., 1st and 2d 10 wks. Arithmetic, 20 wks. Botany. English (9th Grade). French IV. Greek II. Grammar, Ac. Rev., 1st and 2d 10 wks. History of Education, 2d 10 wks. History, Greek and Roman. Latin VI. Physical Lab. Prac., 1st 10 wks. Physical Technics, 2d 10 wks. Surveying, 2d 10 wks. Teaching. Trigonometry 1st 10 wks. Vocal Music (9th Grade). Vocal Music, Advanced.

FIFTH HOUR, 12:05–12:45.—Algebra I (9th Grade). Arithmetic (9th Grade) Chemistry, Adv. French II. German VII. Geometry, Plane. Geography, Ac. Rev., 1st and 2d 10 wks. History, English. Kindergarten Instruction. *Latin XII.* Latin IV. Penmanship, 1st and 2d 10 wks. Physics II. Rhetoric. Reading and Orthoëpy, 1st and 2d 10 wks.

AFTERNOON.— *Sanitary Science,* 1st 10 wks. *Instrumental Astronomy,* 2d 10 wks. Teaching in Training School and other exercises or lessons as may be required.

SIXTH HOUR, 2:45–3:30.—Professional Training in Common Branches: Reading, 1st 5 wks; Grammar, 2d 5 wks; Geography, 3d 5 wks; Arithmetic, 4th 5 wks.

CALENDAR, 1891.

SEPTEMBER.

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1892.

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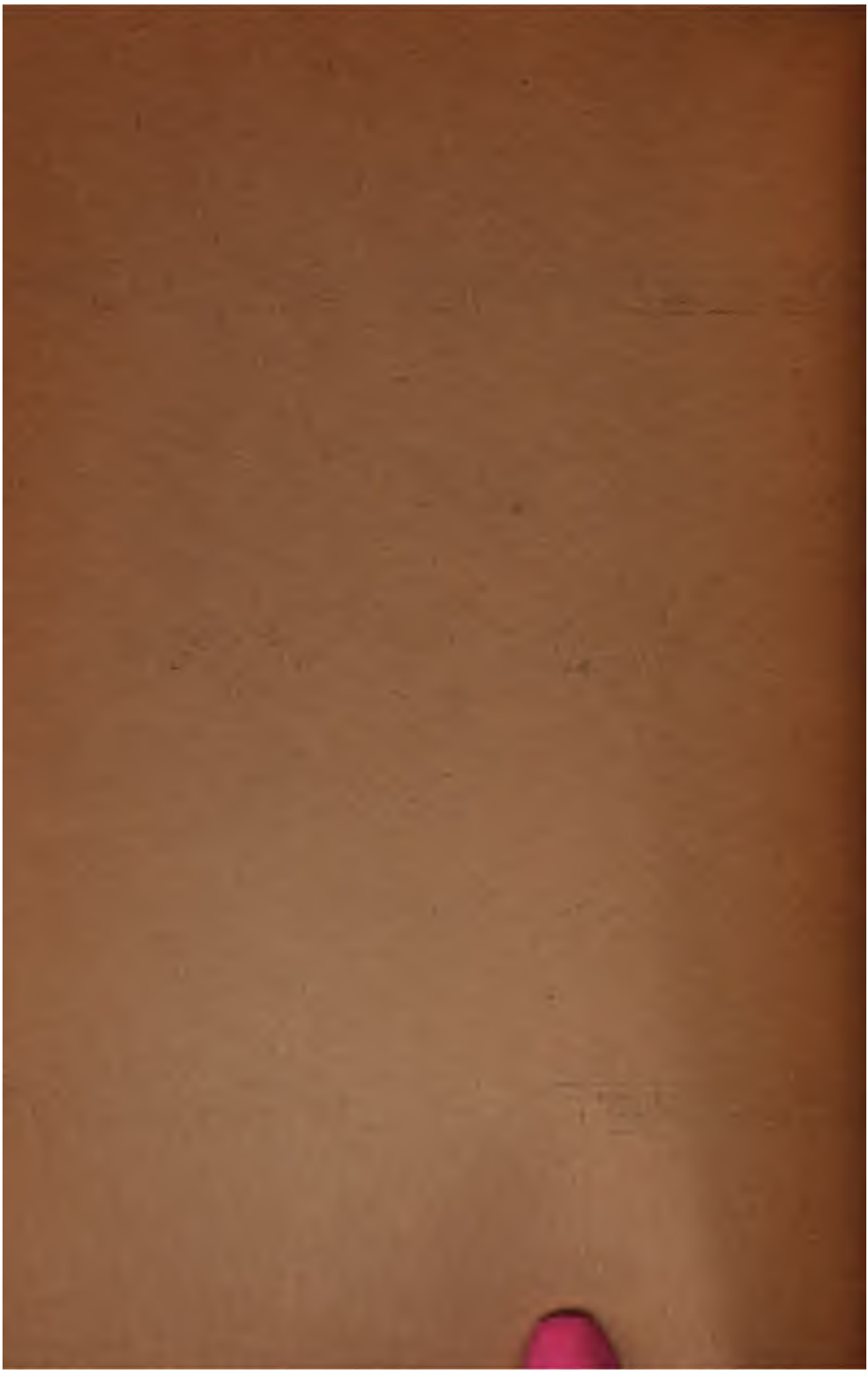
MICHIGAN

State Normal School

1891-92.

REGISTER.



Michigan State Normal School.

* PROGRAM *

— OF —

COMMENCEMENT EXERCISES

—ON—

Wednesday Morning, June 22,

1892,

AT 9:30 O'CLOCK.

THE YPSILANTIAN PRESS.

Program.

PRAYER.

MUSIC.

Organ Solo—Triumphal March, - - - *Buck.*

MISS BERTHA DAY.

Chords in a Natural Key, - - -

ELEANOR S. HAZARD.

The People's Problem, - - - -

CHARLES W. CURTIS.

University Extension, - - - -

LYDIA L. CARNAHAN.

MUSIC.

Chorus—In Heavenly Love Abiding, - - *Klein.*

Hamilton and our Nation, - - -

FREDERICK R. GORTON.

The Universal Method, - - -

MARY HORRIGAN.

The Rise of the South American Republics, -

ROSS L. HOLLOWAY.

MUSIC.

Song—Forging of the Plow, - - - *Jordan.*

MR. EDWARD B. SPALDING.

Educational Progress in the South, - -

IDA A. SMITH.

Immigration, ...

JOHN F. RIEMAN.

MUSIC.

Glee—The Violet and the Bee, - - - *Caldicott.*

The Modern Idea of a Liberal Education, .

DELPHINE S. VOORHEIS.

Must the Ancient Classics go? . .

CLIFFORD D. CRITTENDEN.

MUSIC.

(*a*) *The Stars in Heaven,* - - - *Rheinberger.*

(*b*) *First Day of Spring,* - - - *Mendelssohn.*

— —

Presentation of Diplomas.

———

MUSIC.

Ladies' Chorus—Who shall be fleetest? - - *Barnby.*

SOLO BY MISS ORISKA WORDEN.

LIST OF GRADUATES, 1891-92.

THREE YEARS' COURSES.

Atherton, Marvin Melville, 5 yr. C., Sparta.
Allen, Eugenie, 5 yr. C., Milan.
Allen, Fannie Irene, Kn., Hanover.
Allen, Fred, 5 yr. C., Weston.
Abernathy, Eva Belle, 5 yr. C., Utica.
Andrews, Nanie, 5 yr. C., Bismark.
Baldwin, Carrie, 5 yr. Cer., Monroe.
Boice, Ethelyn Lenore, 5 yr. C., Canton.
Barber, Robert Elihu, 5 yr. C , Grand Rapids.
Barnhart, Edwin Ayres, 5 yr. C., Benton Harbor.
Blackburn, Hattie S., 5 yr. C., Burlington.
Bristol, Orin Loren, 5 yr. C., Monroe.
Bentley, Bertha M., Kn., Hastings.
Brown, Clark Lester, 5 yr. C., Sparta
Bellinger, Fred, 5 yr. C., Mt. Pleasant.
Card, Ada M., 5 yr. C., Bronson.
Cady, Guy V. Lloyd, 5 yr. C., Napoleon.
Crittenden, Zena Blanche, 5 yr C., Tipton.
Connell, Mary, 5 yr. C., Grand Rapids.
Covert, Georgia Lois May, 5 yr. C., Ypsilanti.
Castell, Daniel G., 5 yr. C., Pontiac.
Carpenter, Florence, Kn., Kalamazoo.
Cady, Harriet Adella, 5 yr, C., Ypsilanti.
Cromie, Elizabeth Martin, 5 yr. C., Ypsilanti.
Dailey, Margaret A., 5 yr. C., Nottawa.
Davis, Lucia Adell, 5 yr. C., Jackson.
Earl, Bessie Aurora, 5 yr. C., Schooleraft.
Efferts, Lizzie Bell, 5 yr. C., Pontiac.
Foote, Lucy Ellen, 5 yr. C., Pontiac.
Ferguson, Lottie A., 5 yr. C., Almont.
Graham, Laura Richie, 5 yr. C., Plainwell.
Gregor, Benjamin, 5 yr. C., Deanville.
Garner, Minnie, 5 yr. C., White Lake.
Gardner, Altabel, 5 yr. C., Sand Beach.
Goodrich, Ida Sarah, 5 yr. C., Portland.
Hardy, Caroline S. Weed, 5 yr. C., Ypsilanti.
Hastings, Marthena Elizabeth, 5 sr. C., Tecumseh.
Hayman, Frank D., 5 yr. C , Mottville.
Howell, John Chambers, 5 yr. C., Macon.
Jamieson, Eva Harriet, 5 yr. C., Fort Gratiot.
Josenhans, Rheinhold Julius, 5 yr. C , Saline.
Kingan, Mary Agnes, Kn., Tecumseh.
Kinney, Laura Margaret, 5 yr. C., Clyde.
Keating, Rose A., 5 yr. C., Allen.
Lawrence, Minnie Blanche, 5 yr. C., Medina.
Little, Lucy Ellen, 5 yr. C., Richland.
Linderman, Wm. Henry, 5 yr. C., Wayland.
Mann, Retta, 5 yr. C., Hadley.
Murner, Eliza, 5 yr. C., Perry.
Metz, Maud Alice, Kn., Harbor Springs.
Mauzy, Grace Evelyn, Kn., Manistee.
Myhrs, Jennie Pauline 5 yr. C., Pike's Peak.
Pierce, Jessie Emily, 5 yr. C., Pleasanton.
Phillips, Lulu May, 5 yr. C.. Grand Ledge.
Pomeroy, Esther Curtis, 5 yr. C., Ypsilanti.
Pardee, Belle, 5 yr. C., Dearborn.
Putnam, William S., 5 yr. C., Ypsilanti.
Richardson, DeWitt, 5 yr. C., Austerlitz.
Riopelle, Nellie, Kn., Champion.
Robson, Antoinette Estelle, 5 yr. C , Lansing.
Roe, Abbie, 5 yr. C., Harbor Springs.
Richmond, Cunningham, 5 yr. C., Bayport.
Rogers, Louise, 5 yr. C., Lenawee Junction.
Robinson, Winnie J., 5 yr. C., Battle Creek.
Shearer, Mary, 5 yr. C., Jackson.
Shafer, Frederic Daniel, 5 yr. C., Ida.
Stewart, Linnie Maria, 5 yr. C., Belleville.
Sheldon, Florence E., Kn. & 5 yr. C., Blissfield.
Sawyer, Myrtle, Kn., Bellevue.
Sickels, Mae Zerepha, Kn., Adrian.
Slayton, Ada May, Kn., Dundee.
Southwell. Maud Lena, Kn., Detroit.
Spencer, Ella Mae, 5 yr. C., Ypsilanti.
Tanner, Belle, 5 yr. C., Marshall.
Travis, J. Bertrand, 5 yr. C., Jonesville.
Thompson, Martha A., 5 yr. C , Lowell.
Trask, Mabel, Kn., Charlotte.
Ulber, Margaret C., 5 yr. C., Worden.
Vreeland, Chas. Frank, 5 yr. C., Coopersville.
Vorenkamp, Etta, 5 yr. C , Kalamazoo.
Wait, Louis E., 5 yr. C., Marshall.
Wetherbee, John A., 5 yr, C., Three Rivers.
Wolf, Flora Evelyn, 5 yr. C., Lansing.
Warner, Minnie Dell, Kn.. Charlotte.
Wetmore, Bess Harriet, 5 yr. C., Allegan.
Warren, Frank E., 5 yr. C., Ypsilanti.

Names of persons Graduated in Three Years' Courses during the progress of the School year 1891-92.

Bassett, Edith Kate, 5 yr. C., Novi, February 15, 1892.
Camp, Jessie, 5 yr. C., Ypsilanti, February 15, 1892.
Howell, Viva Amelia, 5 yr. C.. Tecumseh, February 15, 1892.
Loomis, Grace Amanda, 5 sr. Cer , Ypsilanti, February 15, 1892.
Lickley, Nora May, 5 yr. C., Hudson, February 15. 1892.
McGillis, Eliza, 5 yr. C., Iron River, February 15, 1892.
Parker, Kittie, 5 yr. C., Vermontville, December 29, 1891.
Pierce, Ella Louise, 5 yr. C., Ceresco, February 15, 1892.
Waldron, Adah, Kn , Tecumseh, December 20, 1891.

REGISTER

OF THE

MICHIGAN

STATE NORMAL SCHOOL

FOR

1891-92.

YPSILANTI, MICHIGAN.

1892.

MICHIGAN STATE NORMAL SCHOOL.

ANNOUNCEMENTS FOR 1892-93.

1892.

Tuesday Evening, June 21,—Alumni Meeting.

Wednesday, June 22,—Commencement.

Tuesday and Wednesday, Sept. 13 and 14,—Entry Examinations. Classification of former students.

Thursday, Sept. 15,—Classification of all new students. Recitations begin.

Monday Morning, Nov. 21—Beginning of second half of First Term.

Thursday and Friday, Nov. 24 and 25,—Thanksgiving Recess.

Thursday Evening, Dec. 22,—Holiday Recess begins.

1893.

Tuesday Evening, January 3,—Holiday Recess closes.

Friday and Saturday, Feb. 3 and 4,—Entry Examinations.

Friday Evening, Feb. 3,—First Term closes.

Monday Morning, Feb. 6,—Second Term begins.

Friday Evening, April 14,—First half of Second Term ends and Spring Recess begins.

Monday Evening, April 24,—Spring Recess closes, and second half of Second Term begins.

Tuesday Evening, June 27,—Alumni Meeting.

Wednesday, June 28,—Commencement, Second Term closes.

STATE BOARD OF EDUCATION.

HON. SAMUEL S. BABCOCK, PRESIDENT, - Detroit.
Term expires Dec. 31, 1892.

HON. FERRIS S. FITCH, SECRETARY, - - Lansing.
Term expires Dec. 31, 1892.

HON. PERRY F. POWERS, TREASURER, - - Cadillac.
Term expires Dec. 31, 1894.

HON. D. A. HAMMOND, - - - - - Charlotte.
Term expires Dec. 31, 1896.

HON. FERRIS S. FITCH,

Superintendent of Public Instruction.

BOARD OF VISITORS, 1891-92.

HON. HENRY A. HARMON, - - - - Detroit.

MRS. FANNY B. BUTLER, - - - - - Lansing.

PROF. CHARLES H. GURNEY, - - - - Hillsdale.

FACULTY, 1891-92.

JOHN M. B. SILL, M. A., M. Pd.,
PRINCIPAL.

Mental and Moral Science, and Theory and Art of Teaching,
DANIEL PUTNAM, M. A., VICE-PRINCIPAL.

History and Civil Government,
JULIA A. KING, M. A, M. Pd., PRECEPTRESS.
ANNAH MAY SOULE, B. Pd., Assistant.
NELLIE M. STIRLING, Instructor.

Music and Director of Conservatory,
FREDERIC H. PEASE.
FRED J. DANSINGBURG, Instructor.

Mathematics,
DAVID E. SMITH, Ph. M., Ph. D.
LAMBERT L. JACKSON, Assistant.
ADA A. NORTON, B. Ph., Assistant.
ELLA M. HAYES, B. Pd., Instructor.

German and French Languages,
AUGUST LODEMAN, M. A.
ANNIE A. PATON, Assistant.

Training School,
AUSTIN GEORGE, M. A., Director.
IDA WALL LEWIS, B. Pd., Critic in Grammar Grades.
NINA C. VANDEWALKER, B. L., B. Pd., Critic in Primary Grades.
LILLIAN CRAWFORD, Teacher in Model Primary School.
MAUD E. CANNELL, Kindergartner.

Natural Sciences,
LUCY A. OSBAND, M. A.
CLARENCE D. McLOUTH, Assistant.

Physical Sciences,

EDWIN A. STRONG, M. A.

CHARLES E. ST. JOHN, B. S., Assistant.

WALTER F. LEWIS, Instructor.

English Language and Literature,

FLORUS A. BARBOUR, B. A.

LOIS A. McMAHON, Assistant.

ABBIE PEARCE, B. Pd., Assistant.

HIRAM W. MILLER, Assistant.

Drawing and Geography,

JOHN GOODISON, M. Pd.

Latin and Greek Languages,

BENJAMIN L. D'OOGE, M. A.

HELEN B. MUIR, Assistant.

Penmanship,

P. R. CLEARY.

Librarian,

WILLIAM S. BURNS, B. A., B. L. S.

MRS. L. B. GRAHAM, Assistant.

FRANCES L. STEWART,

Clerk.

MICHIGAN STATE NORMAL SCHOOL.

PURPOSE AND ORGANIZATION.

Under the Constitution of the State of Michigan, the Normal School is made a part of its public school system. It is under the full charge and direction of the State Board of Education. This Board consists of four members, three of whom are elected as such by the people; the fourth is the State Superintendent of Public Instruction, who is, *ex officio*, a member, and the Secretary. The term of office of elected members is six years, one being chosen each alternate year.

The original Normal School building, now very much enlarged and improved, was finished and made ready for use in the summer of 1852, and was formally dedicated with appropriate ceremonies on October 5 of that year. The School was opened for the admission of regular classes in the Spring of 1853.

Its permanent means of support are the interest on the Normal School fund, amounting to about $4,200 per year, and a small entry fee paid by each student. These sources furnish but a small portion of the funds necessary for its maintenance. For the rest, it depends upon appropriations by the State Legislature, and these adequately supply its needs.

The sole function of the Normal School is to prepare teachers for the efficient performance of the duties required of them in all grades of the Public Schools of the State. Hence, the School in all its departments has been organized with direct reference to this end. The courses of study, the methods of instruction, and the practice teaching done under careful supervision and subjected to close and searching criticism, are all planned with reference to affording thorough and effective professional training; and while the Normal School recognizes the demand for fully prepared teachers for the

higher grades of work required by the Grammar and High Schools of the State, it furnishes the amplest facilities to that great army of instructors who teach the district and rural schools, to fit themselves for better accomplishing the important work in which they are engaged.

SPECIAL ADVANTAGES.

The Normal School offers excellent advantages to young men and women who desire to prepare for success and usefulness in the teacher's profession.

Its buildings are ample and convenient; its location is easily accessible, healthful, and in all respects desirable.

The State Normal School is authorized to certificate its graduates as

LEGALLY LICENSED TEACHERS.

It is the only school in the State whose sole business it is to prepare teachers for their work. It is thoroughly equipped with an ample corps of experienced instructors. Expenses are so moderate that hundreds of young men and women find themselves able, with their own earnings, to complete its course of study without calling upon friends for assistance.

FREE TEXT-BOOKS

are supplied to students, pursuing the Normal School Courses, upon the deposit of three dollars, which is refunded upon the return of the books in good order.

Dictionaries and texts in the Ancient and Modern Languages form an exception to this provision. Students will provide these for themselves: for instance, Latin grammars will be supplied, but not texts, such as Cæsar's Commentaries, the Æneid, etc.

THE SCHOOL OF OBSERVATION AND PRACTICE

is large and complete in all its equipments, thus affording the best facilities for gaining experience in teaching under thorough supervision and careful criticism. All its departments are in possession of extensive illustrative apparatus, and liberal accommodations in respect to lecture and recitation rooms.

Hitherto this has been a Primary and Grammar School consist-

ing of eight grades. During the present year a ninth grade, which connects it with the Normal School and prepares its pupils for entry thereto, has been added. It has been decided to secure the services of an expert Model Teacher for each of the Primary and Grammar grades, thus greatly enlarging their usefulness as schools of observation. This change will be made at the beginning of the next School year.

PROFESSIONAL KINDERGARTEN INSTRUCTION.

Realizing the duty of prompt response to all actual educational demands, the State Board of Education, two years ago, added a well equipped kindergarten to the Training Department of the State Normal School. The results have fully justified this action.

CONTINUOUS REVIEWS.

In answer to numerous inquiries, it seems best to note here the fact that classes in the common branches begin reviews at the opening of each half-term. There are, therefore, four times in the school year when students desiring reviews in Arithmetic, Grammar, Geography, Orthoëpy, Reading, Civil Government, Physiology, etc., may find classes which will meet their needs, ***but students are strongly advised to enter at the beginning of the school year*** or else at the opening of the second term.

MUSIC.

The facilities for study in this important branch of education are of a superior kind. The choir affords opportunity for abundant practice in reading music and singing, under the direct supervision of the head of the department. The demand for special teachers of music in the public schools is rapidly increasing. Students having even a limited degree of aptitude in this direction are advised to take at least the regular 20 weeks' course in Vocal Music. Vocal Music and Advanced Vocal Music will be accepted as elective studies in any of the courses which provide for elective work.

LIBRARY.

A Library consisting of more than 11,500 volumes, selected with especial reference to the needs of the School, is kept open, with an experienced librarian in charge, throughout each school day and on Saturdays. This library is free to all students of the Institution, and

affords them access to the best periodicals of the day as well as to valuable and standard books of reference in History, Art, Science, Literature, etc. It is now completely classified and catalogued, and is located in elegant and commodious rooms.

LITERARY SOCIETIES.

The Literary Societies connected with the School are organized under one general constitution, and constitute together the Normal Lyceum. At present there are four divisions of the Lyceum, known as the "Adelphic," "Olympic," "Crescent," and "Atheneum" Societies.

The public exercises of the Lyceum, and the special exercises of the societies give full and valuable opportunities for acquiring a correct knowledge of the rules and usages of deliberative bodies, and for practice in public reading, declamation and debate. These societies are now in possession of new and beautiful rooms, which they have decorated and furnished in an attractive style.

THE NORMAL NEWS.

This is a monthly educational and literary periodical conducted by the students, under the general supervision of a committee of the Faculty. It affords valuable opportunities for practice in literary work. It has had a successful life covering ten years. Its managers have established an Annual Oratorical Contest among Normal School students. Eight contestants, four young women and four young men, are annually chosen as follows: one by each of the four Literary Societies, one by the Senior Class, one by the Junior Class, and two by the Faculty.

STUDENTS' CHRISTIAN ASSOCIATION.

A strong and vigorous society exists under this name. A suitable room is provided for its use. Its large membership is enthusiastic and earnest, and its influence upon the moral tone of the school is most salutary. The society is non-sectarian, broad and comprehensive in its spirit and purpose, the moral elevation of its members being its first and best purpose. All students are advised to enroll themselves in its membership, and thus to take advantage of the help which it freely offers.

CONVERSATIONS.

On the afternoon of one day in each week, from four to five o'clock, a Conversation is held by the Ladies of the Faculty with the lady students, upon subjects of a practical and professional character. These Conversations embrace topics which can not be fully discussed in the class room, and are of great value.

LECTURE ASSOCIATION.

A committee of the Faculty has in charge the yearly arrangement of a most excellent course of lectures, concerts, and other valuable and instructive entertainments. This course has been regularly and successfully carried on for several years. The object of this enterprise is to furnish to students the opportunity of attending such a course at a very small expense. Thus far good seats for the entire course of ten or twelve evenings have been obtained by students at a cost of not more than ten or fifteen cents per evening.

INFORMATION CONCERNING TERMS AND VACATIONS, EXPENSES, ETC.

TERMS AND VACATIONS.

The school year is divided into two terms of twenty weeks each, although classes in many of the common branches are arranged to begin work at the middle of each term as well as at the beginning. See Announcements and Schedules of Daily Work.

The long vacation begins late in June and ends early in September. There are, during the school year, a vacation at the Christmas Holidays, and a spring vacation of one week beginning about April 10. Students are required to remain on duty until the last school exercise preceding a vacation is completed, and to be present at the hour of opening after a vacation.

EXPENSES.

Every student not holding an appointment from a member of the Legislature of Michigan, is required, each term, to pay five dollars in advance as an *admission* fee.

NOTE.—Each member of the Legislature is authorized by the Board of Education to appoint two students *from his district*, who will be received free of charge for admission on presentation of a certificate of appointment. The certificate must be presented at the time of admission. Each appointment is good for one year, unless sooner terminated by the expiration of the legislator's term of office; but in such cases the certificate will be held good during the time elapsing between December 31 and the end of the first term.

Students in Advanced Chemistry pay a fee of two dollars; in Physical Technics and Laboratory Practice, a fee of one and one-half dollars; but neither of these fees will be required more than once during each student's course of work. Those taking Kindergarten Instruction and Methods provide themselves with a full line of blank books for mounting their work. The cost of these books is about four dollars. Students, upon graduation, pay a diploma fee of three dollars.

BOARD AND ROOMS.

The School has no system of dormitories. Its students board and live in the homes of citizens. There is plenty of room for all. Terms are moderate, and there is a prevalent desire on the part of citizens to make these temporary homes of students pleasant and comfortable. In point of economy of living, the Normal School offers unsurpassed advantages. Most students take furnished rooms at from 75 cents to $1.25 per week, the difference in price being governed by the size and desirability of rooms. The usual practice is to obtain board with a club of students at rates averaging about $1.75 or $2.00 per week. Private board with furnished rooms is readily obtained in families, at rates varying from $3 to $4 per week.

The best way to arrange for living is to come and select, each for himself. Strangers having no acquaintance in the city are invited to come at once to the office of the Principal, where the clerk will give information concerning board and rooms and the addresses of persons offering accomodations.

Students are allowed to board at such places and under such regulations only as are approved by the Faculty. Young women and young men are not allowed to occupy rooms in the same house.

ADVICE TO STUDENTS EXPECTING TO ENTER.

Many students who come to the Normal School from other schools are found deficient in their knowledge of the elementary branches, and fail in their attempt to pass the academic phases of these studies, upon examination. It is especially advised that all who propose to enter make careful reviews, especially of Arithmetic, Grammar, Geography, Orthoëpy, and Spelling. Too often these subjects are learned in the grammar schools without subsequent reviews. This is a mistake. A teacher needs a more thorough knowledge of these subjects than it is possible to get in childhood. Reviews are needed after there is maturity and discipline to build upon. High Schools which provide for no review of the common branches in the eleventh or twelfth year, are weak in this respect.

It is to be remembered that the Faculty cannot accept standings from other schools in third grade certificate studies (see page 17). If students would make thorough reviews before entering, much time would be saved.

LENGTH OF TIME REQUIRED

to complete a course. Students can best determine this for themselves, as follows: Observe the studies required in the course which you elect. Check out all third grade certificate studies (see page 17) which you are confident you can pass by examination. Next, check out all higher studies in which you can bring satisfactory standings, or in which you are ready for examination. Then compute the time required to complete what remain unchecked. Note that each term's work includes *four* studies of twenty weeks each, or their equivalent in ten-week studies—eighty weeks in all. You can thus determine, approximately, the number of weeks or terms required to complete the course selected.

COURSES OF STUDY.

Students are offered a choice from several Courses of Study, an account of which may be found at the proper place in this Register. These Courses have been arranged to meet the demands of the various grades of schools and the needs of the different classes of teachers. All the Courses of Study demand a nearly equal amount of professional training and instruction.

THE NINTH GRADE.

It will be seen that Ninth Grade Courses have been established. The teaching in this grade is a part of the training course of the Normal School. This grade connects the Grammar Grades of the Training School with the Normal School proper.

Instruction will be under immediate charge and supervision of the heads of the several departments. Students found deficient in their preparation in the common branches required for entry to the Normal School, will pursue preparatory studies in the classes of this grade.

COURSES FOR GRADUATES OF APPROVED HIGH SCHOOLS.

In another part of this Register will be found several one and two years' courses of study, on completion of which graduates of approved High Schools will be entitled to receive the certificate, or the diploma and certificate, to which the corresponding regular three and four years' courses lead.

COURSE FOR COLLEGE GRADUATES.

Attention is called to the advantages of the Course of Study especially designed for graduates in the Literary and Scientific Courses of the University and incorporated Michigan Colleges. (See Courses of Study.) It will be found to be purely professional in its character. Its studies occupy one half year, and it leads to a life certificate and the degree of Bachelor of Pedagogics.

CERTIFICATES, DIPLOMAS, ETC.

Students graduating in any of the courses are entitled to a certificate of qualification to teach in the Public Schools of Michigan. The three-years' courses lead to such a certificate, good for five years. The four-years' courses lead to a life-certificate and a diploma. The advanced (six-years') courses and the Course for College Graduates lead to the degree of Bachelor of Pedagogics and a life certificate.

REQUISITES FOR ADMISSION.

See also "Explanation of Courses."

Graduates of approved High Schools will be admitted upon diploma, without entry examination. Other applicants for admission must sustain a satisfactory examination in the following subjects:

(*a.*) Arithmetic, including the facts, principles, and operations of simple and compound numbers, of fractions, of ratio and proportion, of percentage and its applications, and of square root.

(*b.*) English Grammar, including the parts of speech and their uses or relations in connected discourse, and the structure and analysis of sentences.

(*c.*) Geography, including position, boundaries, and coast lines of grand divisions; location of the great plateaus and lower lands; position and direction of mountain ranges; the source, course, and discharge of rivers; boundaries, capitals, and chief cities of political divisions; and, in general, the contents of the maps of a good Grammar School Geography.

Note.—In general, it may be said of the three studies named above, that students are admitted to membership in the Normal School proper, when examination shows them to be able to complete these subjects, in their academic aspects, in the ten-weeks' Teacher's Academic Reviews named elsewhere in "List A" (of studies offered.)

(*d.*) Spelling.

(*e.*) Algebra. The preparatory work in Algebra includes the following topics: Addition, Subtraction, Multiplication, Division, Factoring, Greatest Common Divisor, Least Common Multiple, and Fractions.

Preparatory classes in the Common Branches and Algebra will be organized in the Ninth Grade at the beginning of each term. These classes afford opportunity for those who are found deficient in

any of the requisites for admission, to make the necessary preparation, but students will not be required to remain in any of these classes longer than is necessary to make up such deficiency.

Reference to the Courses of Study will show that these subjects, in their more advanced phases, are all pursued in the Normal School proper. The requisites mentioned in the preceding paragraphs are preparatory to these final courses.

The regular Normal School classes in Geography, Grammar, Arithmetic, Penmanship, Reading and Orthography, and Civil Government are organized at the beginning of each half-term. Students will find it greatly to their advantage to enter at the beginning of a school year, or, if this is not practicable, at the beginning of a term. See "Announcements."

REQUISITES FOR ENTERING ADVANCED CLASSES.

If the examination for admission shows that a student is prepared to enter the School, a final examination will be given, when desired, in the academic matter of any study, and the student will be credited with the standing shown by such examination. Accepted standings from other schools will also be credited for advanced work; but

OBSERVE

that certificates of standing from other schools or institutions will not be taken in those branches required by law for the legal license to teach, namely: Orthography, Reading, Writing, Geography, Grammar, Arithmetic, U. S. History, Civil Government, and that part of Physiology and Hygiene which has special reference to the effect of alcoholic drinks, stimulants, and narcotics, upon the human system.

Certificates of standing, except in the third grade certificate studies named above, will be accepted in place of examinations, from schools as follows:

1. From the University of Michigan, the Agricultural College, and all incorporated Michigan Colleges.

2. From all schools whose graduates are admitted to the University upon diploma.

3. From High Schools, etc., approved by the Board of Education, upon recommendation of the Faculty.

4. From all other Michigan schools engaged in High School work, upon the following conditions:

Students bringing standings from schools not yet placed upon the list of accepted schools, will be referred to the heads of the departments concerned, who will confer with them concerning the extent of their progress, the length of time given to each study, etc., satisfy themselves as to thoroughness and extent of acquirement by examination more or less formal, as the case may require, and credit them with the full value of their work.

Under these conditions, all schools not at present upon the list are most cordially invited to send standings.

5. Certificates of standing must be signed by the proper officer of a college, or by the superintendent or principal teacher of the school which issues them, and *should state definitely the text-book used, the amount and quality of work done, and the time given to the study.* Blank forms for these certificates will be furnished on application.

If students are found seriously deficient in any branch of study for which they have received credit upon certificate, the right to require them to pursue such study in regular classes before graduation, is expressly reserved.

COURSES OF INSTRUCTION.

1. Four daily studies pursued for 40 weeks (160 weeks of work) constitute the regular work for one school year. The satisfactory completion of 480 weeks of such work (three years) makes up the amount necessary for the completion of either of the two courses leading to a certificate or license to teach in the public schools of Michigan, good for five years; and 640 weeks of such work are required for the completion of any of the four years' courses leading to a diploma and a life certificate. The detailed requirements are set forth in the Courses of Study on the following pages.

2. The Advanced Courses, leading to a life certificate, a diploma, and the degree of Bachelor of Pedagogics, cover 960 weeks of satisfactorily completed work as follows:

(*a.*) For those who have completed either of the three years' courses, 480 weeks of additional work selected from the studies named in Lists A and B, or the full equivalent of such studies.

(*b.*) For those who have completed any one of the full four years' courses, (the Music Course excepted,) 320 weeks of additional work, selected as shown under 2, *a* above:

(*c.*) Provided, that among the studies so selected shall be professional studies as follows: Numbers 20 and 95 of List A, and numbers 99, 100, 101 and 103 of List B, unless a record has already been made in them, and provided, that the studies so selected include all the work offered by at least two of the following departments of this School, viz., Mental and Moral Science and Theory and Art of Teaching, History and Civics, Mathematics, French, German, Latin, Greek, Physical Sciences, Natural Sciences, and English Language and Literature, and provided that the studies selected outside of these two departments be pursued at least to the extent required for completing such studies in this School.

3. The "satisfactory completion" of any study is to be understood as follows:

(*a.*) A record earned in the study by regular class work, or by examination if the study be Arithmetic, Grammar, Geography, Spelling, Reading and Orthoëpy, Civil Government, History of the United States, or Physiology so far as it has special reference to the effects of stimulants and narcotics upon the human system.

(*b.*) In all other studies, a record earned as above, or by the presentation of approved standings.

LIST A.

Of Studies offered in the Three and the Four Years' Courses, showing also the number of weeks which each study regularly occupies.

CIVICS.

1	Science of Government, Teacher's Academic Review	10 weeks.
2	Political Economy	10 "

ENGLISH.

3	Reading and Orthoëpy, Teacher's Academic Review	10 "
4	Grammar, Teacher's Academic Review	10 "
5	Rhetoric	20 "
6	English Literature	20 "
7	Advanced English Literature	10 "
8	American Literature	20 "
9	Old and Middle English	20 "
10	Study of Masterpieces	20 "
11	Professional Training in Grammar	5 "
12	" " " Reading	5 "

HISTORY.

13	U. S. Politicai History	20 "
14	English History	20 "
15	General History (except English)	20 "
16	Grecian and Roman History	20 "
17	English Constitutional History	20 "
18	Institutes of General History	20 "
19	Continental History	20 "
20	History of Education	10 "
21	Professional Training in History	10 "

LANGUAGES, ANCIENT.

22	Latin, 1st Term	20 "
23	" 2d "	20 "
24	" 3d "	20 "
25	" 4th "	20 "
26	" 5th "	20 "
27	" 6th "	20 "
28	" 7th "	20 "
29	" 8th "	20 "
30	Greek, 1st Term	20 "
31	" 2d "	20 "
32	" 3d "	20 "
33	" 4th "	20 "
34	Classical Literature and Methods	10 "

LANGUAGES, MODERN.

35	French, 1st Term	20 weeks.
36	" 2d "	20 "
37	" 3d "	20 "
38	" 4th "	20 "
39	" 5th "	20 "
40	German, 1st Term	20 "
41	" 2d "	20 "
42	" 3d "	20 "
43	" 4th "	20 "
44	" 5th "	20 "
45	" 6th "	20 "
46	" 7th "	20 "
47	Modern Literature and Methods	10 "

MATHEMATICS.

48	Book-keeping	10 "
49	Arithmetic, Teacher's Academic Review	10 "
50	Algebra II.	20 "
51	Algebra III.	20 "
52	Plane Geometry	20 "
53	Solid Geometry	20 "
54	Higher Algebra	20 "
55	Trigonometry	10 "
56	Surveying	10 "
57	Calculus	20 "
58	Professional Training in Arithmetic	5 "

MUSIC.

59	Vocal Music	20 "
60	Advanced Vocal Music	20 "
61	Voice Culture I.	20 "
62	" " II.	20 "
63	" " III.	20 "
64	" " IV.	20 "
65	" " V.	20 "
66	" " VI.	20 "
67	Harmony I.	20 "
68	" II.	20 "
69	Musical Composition	20 "
70	History and Literature of Music	20 "
71	Counterpoint, etc.	20 "

NATURAL SCIENCES.

72	Teacher's Academic Review of Physiology and Hygiene	10 "
73	Botany, Structural and Cryptogamic	10 "
74	" Systematic	10 "
75	Zoölogy	10 "
76	Comparative Zoölogy	10 "
77	Geology	20 "
78	Geography, Teacher's Academic Review	10 "
79	Biological Laboratory Practice	10 "
80	Professional Training in Geography	10 "

PHYSICAL SCIENCES.

81	Physics I.	20 "
82	" II.	20 "

FIVE YEARS' CERTIFICATE COURSE.

FIRST YEAR.

1st Term.
- Drawing, 91.
- Rhetoric, 5.
- Algebra II, 50.
- *Elective.*

2d Term.
- English History, 14.
- Botany, 73 and 74.
- Algebra III, 51.
- *Elective.* | Rdg. & Orth., Tchr. Ac. Rev., 3.

SECOND YEAR.

1st Term.
- Zoölogy, 75. | Sci. of Govt., Tchr. Ac. Rev., 1.
- English Literature, 6.
- Plane Geometry, 52.
- Arithmetic, Tchr. Ac. Rev., 49. | Grammar, Tchr. Ac. Rev., 4.

2d Term
- *Elective.*
- Physics I, 81.
- Psychology 93.
- Geog., Tchr. Ac. Rev., 78. | Penmanship, 90.

THIRD YEAR.

1st Term
- History of Education, 20. | Physiology, Tchr. Ac. Rev., 72.
- U. S. Political History, 13.
- Physics II, 82.
- Rdg & Gram., Prof. Tr., 12, 11. | Geog. & Arith., Prof. Tr., 80, 58.

2d Term.
- Psychology Applied, 95.
- Laboratory Practice, 88 or 79. | Hist. or Sci., Prof. Tr., 21 or 89.
- Teaching, 97.
- Teaching, 98.

KINDERGARTEN COURSE.

FIRST YEAR.

1st Term.
- Drawing, 91.
- Rhetoric, 5.
- Algebra II, 50.
- Vocal Music, 59.

2d Term.
- English History, 14.
- Botany, 73 and 74.
- Algebra III, 51.
- Physiology, Tchr. Ac. Rev., 72. | Rdg. & Orth., Tchr. Ac. Rev., 3.

SECOND YEAR.

1st Term.
- English Literature, 6.
- Plane Geometry, 52.
- Zoölogy, 75. | Sci. of Govt., Tchr. Ac. Rev., 1.
- Penmanship, 90. | Geog., Tchr. Ac. Rev., 78.

2d Term.
- Physics I, 81.
- Psychology, 93.
- Solid Geometry, 53.
- Arithmetic, Tchr. Ac. Rev., 49. | Grammar, Tchr. Ac. Rev., 4.

THIRD YEAR.

1st Term.
- Kindergarten Instruction and Methods, 96.
- U. S. Political History, 13.
- Physics II, 82.
- Rdg. & Gram., Prof. Tr., 12, 11. | Geog. & Arith., Prof. Tr., 80, 58.

2d Term.
- Psychology Applied, 95.
- History of Education, 20. | Laboratory Practice, 88 or 79.
- Teaching, 97.
- Teaching, 98.

LITERARY COURSE.

FIRST YEAR.

1st Term.
- Drawing, 91.
- Rhetoric, 5.
- Algebra II, 50.
- Arithmetic, Tchr. Ac. Rev., 49. | Grammar, Tchr. Ac. Rev., 4.

2d Term.
- English History, 14.
- Botany, 73 and 74.
- Algebra III, 51.
- *Elective.* | Rdg. & Orth., Tchr. Ac. Rev., 3.

SECOND YEAR.

1st Term
- English Literature, 6.
- General History, 15.
- Zoölogy, 75. | Sci. of Govt., Tchr. Ac. Rev., 1.
- *Elective.*

2d Term.
- Advanced English Literature, 7. | Political Economy, 2.
- Plane Geometry, 52.
- Geog., Tchr. Ac. Rev., 78. | Penmanship, 90.
- *Elective.*

THIRD YEAR.

1st Term.
- U. S. Political History, 13.
- Psychology, 93.
- Physics I, 81.
- *Elective.*

2d Term.
- American Literature, 8.
- Psychology Applied, 95.
- Physics II, 82.
- Rdg. & Gram., Prof. Tr., 12, 11. | Geog. & Arith., Prof. Tr., 80, 58.

FOURTH YEAR.

1st Term.
- Old and Middle English, 9.
- Institutes of History, 18.
- Teaching, 97.
- Teaching, 98.

2d Term.
- Study of Masterpieces, 10.
- English Constitutional History, 17.
- Physiology, Tchr. Ac. Rev., 72. | History, Prof. Tr., 21.
- History of Education, 20. | Laboratory Practice, 88 or 79.

SCIENTIFIC COURSE.

FIRST YEAR.

1st Term.
- Drawing, 91.
- Rhetoric, 5.
- Algebra II, 50.
- Sci. of Govt., Tchr. Ac. Rev., 1. | Rdg. & Orth., Tchr. Ac. Rev., 3.

2d Term.
- Advanced Drawing, 92.
- Botany, 73, 74.
- Algebra III, 51.
- Penmanship, 90. | Geography, Tchr. Ac. Rev., 78.

SECOND YEAR.

1st Term.
- Zoölogy, 75, 76.
- Plane Geometry, 52.
- English Literature, 6.
- General History, 15.

2d Term.
- Physics I, 81.
- Solid Geometry, 53.
- Psychology, 93.
- Arith., Tchr. Ac. Rev., 49. | Grammar, Tchr. Ac. Rev., 4.

THIRD YEAR.

1st Term.
- Physics II, 82.
- Chemistry, 84.
- U. S. Political History, 13.
- Psychology Applied, 95.

2d Term.
- Trigonometry, 55. | Laboratory Practice, 88 or 79.
- Higher Algebra, 54, or *Elective*.
- Rdg. & Gram., Prof. Tr., 12, 11. | Geog. & Arith., Prof. Tr., 80, 58.
- Advanced Chemistry, 85.

FOURTH YEAR.

1st Term.
- Geology, 77.
- Calculus, 57.
- Teaching, 97.
- Teaching, 98.

2d Term
- Astronomy, 86.
- Advanced Physics, 83.
- Physiology. Tchr. Ac. Rev., 72. | Science, Prof. Tr., 89.
- History of Education, 20, | Physical Technics, 87.

LITERARY SCIENTIFIC COURSE.

FIRST YEAR.

1st Term
- Drawing, 91.
- Rhetoric, 5.
- Algebra II, 50.
- *Elective.*

2d Term
- English History, 14.
- Botany, 73, 74.
- Algebra III, 51.
- Rdg. & Orth, Tchr. Ac. Rev., 3. | Sci. of Govt., Tchr. Ac. Rev., 1.

SECOND YEAR.

1st Term
- English Literature, 6.
- Zoölogy, 75, 76.
- General History, 15.
- Arith., Tchr. Ac. Rev., 49. | Gram., Tchr. Ac. Rev., 4.

2d Term
- Advanced English Literature, 7. | Political Economy, 2.
- Plane Geometry, 52.
- Geog., Tchr. Ac. Rev., 78. | Penmanship, 90.
- *Elective.*

THIRD YEAR.

1st Term.
- U. S. Political History, 13.
- Psychology, 93.
- Physics I, 81.
- Solid Geometry, 53.

2d Term
- American Literature, 8.
- Psychology Applied, 95.
- Physics II, 82.
- Rdg. and Gram., Prof. Tr., 12, 11. | Geog. & Arith, Pr. Tr., 80, 58.

FOURTH YEAR.

1st Term.
- Institutes of History, 18.
- Chemistry, 84.
- Teaching, 97.
- Teaching, 98.

2d Term.
- Advanced Chemistry, 85.
- History of Education, 20. | Laboratory Practice, 88 or 79.
- Physiology, Tchr. Ac. Rev., 72. | Hist. or Sci, Prof. Tr., 21 or 89.
- *Elective.*

ANCIENT CLASSICAL COURSE.

FIRST YEAR.

1st Term.
- Latin I, 22. (9th Grade.)
- Drawing, 91.
- Algebra II, 50.
- Sci. of Govt., Tchr. Ac. Rev., 1. | Rdg. & Orth., Tchr. Ac. Rev., 3.

2d Term.
- Latin II, 23. (9th Grade.)
- Grecian and Roman History, 16.
- Algebra III, 51.
- Botany, 73, 74.

SECOND YEAR.

1st Term.
- Latin III, 24.
- Greek I, 30.
- Rhetoric, 5.
- Geog., Tchr. Ac. Rev., 78. | Penmanship, 90.

2d Term.
- Latin IV, 25.
- Greek II, 31.
- Plane Geometry, 52.
- Arith., Tchr. Ac. Rev., 49. | Gram., Tchr. Ac. Rev., 4.

THIRD YEAR.

1st Term.
- Latin V, 26.
- Greek III, 32.
- Psychology, 93.
- Solid Geometry, 53.

2d Term.
- Latin VI, 27.
- Greek IV, 33.
- Psychology Applied, 95.
- Physics I, 81.

FOURTH YEAR.

1st Term.
- Latin VII, 28.
- U. S. Political History, 13.
- History of Education, 20. | Classical Lit. & Methods, 34.
- Rdg. & Gram., Prof. Tr, 12, 11. | Geog. & Arith., Prof. Tr., 80, 58.

2d Term.
- Latin VIII, 29.
- Laboratory Practice, 88 or 79. | Physiology, Tchr. Ac. Rev., 72.
- Teaching, 97.
- Teaching, 98.

MODERN CLASSICAL COURSE.

FIRST YEAR.

1st Term.
- German I, 40. (9th Grade.)
- Algebra II, 50.
- Drawing, 91.
- Rdg. & Orth., Tchr. Ac. Rev., 3. | Sci. of Govt., Tchr. Ac. Rev., 1.

2d Term.
- German II, 41. (9th Grade.)
- Algebra III, 51.
- Botany, 73, 74.
- Geog., Tchr. Ac. Rev., 78. | Penmanship, 90

SECOND YEAR.

1st Term.
- German III, 42.
- French I, 35.
- Rhetoric, 5.
- Continental History, 19.

2d Term.
- German IV, 43.
- French II, 36.
- Psychology, 93.
- Arith., Tchr. Ac. Rev., 49. | Gram., Tchr. Ac. Rev., 4.

THIRD YEAR.

1st Term.
- German V, 44.
- French III, 37.
- Plane Geometry, 52.
- U. S. Political History, 13.

2d Term.
- German VI, 45.
- French IV, 38.
- Solid Geometry, 53.
- Physics I, 81.

FOURTH YEAR.

1st Term.
- French V, 39.
- History of Education, 20. | Laboratory Practice, 88 or 79.
- Modern Lit. & Meth., 47. | Physiology, Tchr. Ac. Rev., 72.
- Rdg. & Gram., Prof. Tr., 12, 11. | Geog. & Arith., Prof. Tr., 80, 58.

2d Term.
- German VII, 46.
- Psychology Applied, 95.
- Teaching, 97.
- Teaching, 98.

ENGLISH GERMAN COURSE.

FIRST YEAR.

1st Term.
- German I, 40. (9th Grade.)
- Algebra II, 50.
- Drawing, 91.
- Sci. of Govt., Tchr. Ac. Rev., 1. | Rdg. & Orth., Tchr. Ac. Rev., 3.

2d Term.
- German II, 41. (9th Grade.)
- Algebra III, 51.
- Botany, 73, 74.
- Rhetoric, 5.

SECOND YEAR.

1st Term.
- German III, 42.
- Plane Geometry, 52.
- Continental History, 19.
- English Literature, 6.

2d Term.
- German IV, 43.
- Solid Geometry, 53.
- Physics I, 81.
- Arithmetic, Tchr. Ac. Rev., 49. | Grammar, Tchr. Ac. Rev., 4.

THIRD YEAR.

1st Term.
- German V, 44.
- Psychology, 93.
- Geog., Tchr. Ac. Rev., 78. | Penmanship, 90.
- Physics II, 82.

2d Term.
- German VI, 45.
- American Literature, 8.
- Psychology Applied, 95.
- Rdg. & Gram., Prof. Tr., 12, 11. | Geog. & Arith., Prof. Tr., 80, 58.

FOURTH YEAR.

1st Term.
- Chemistry, 84, or Zoölogy, 75, and 76.
- Modern Lit. & Meth., 47. | Physiology, Tchr. Ac. Rev., 72.
- Teaching, 97.
- Teaching, 98.

2d Term.
- German VII, 46.
- Hist. of Education, 20. | Laboratory Practice, 88 or 79.
- *Elective.*
- U. S. Political History, 13.

ENGLISH FRENCH COURSE.

FIRST YEAR.

1st Term.
- Vocal Music, 59.
- Drawing, 91.
- Algebra II, 50.
- Rdg. & Orth., Tchr. Ac. Rev., 3. | Sci. of Govt., Tchr. Ac. Rev., 1.

2d Term.
- Botany, 73, 74.
- Rhetoric, 5.
- Algebra III, 51.
- Geography, Tchr. Ac. Rev., 78. | Penmanship, 90.

SECOND YEAR.

1st Term.
- French I, 35.
- Continental History, 19.
- English Literature, 6.
- *Elective.*

2d Term.
- French II, 36.
- Plane Geometry, 52.
- Arithmetic, Tchr. Ac. Rev., 49. | Grammar, Tchr. Ac. Rev. 4.
- *Elective.*

THIRD YEAR.

1st Term.
- French III, 37.
- Solid Geometry, 53.
- Physics I, 81.
- Psychology, 93.

2d Term.
- French IV, 38.
- American Literature, 8.
- Physics II, 82.
- Rdg. & Gram., Prof. Tr., 12, 11. | Geog. & Arith., Prof. Tr., 80, 58.

FOURTH YEAR.

1st Term.
- French V, 39.
- Mod. Lit. and Meth., 47. | Physiology, Tchr. Ac. Rev., 72.
- Teaching, 97.
- Teaching, 98.

2d Term
- U. S. Political History, 13.
- History of Education, 20. | Laboratory Practice, 88 or 79.
- *Elective.*
- Psychology Applied, 95.

LATIN GERMAN COURSE.

FIRST YEAR.

1st Term
- Latin or German I (9th Grade), 22 or 40.
- Algebra II, 50.
- Drawing 91, or Vocal Music 59.
- Sci. of Govt., Tchr. Ac. Rev., 1. | Rdg. & Orth., Tchr. Ac. Rev., 3.

2d Term.
- Latin or German II (9th Grade), 23 or 41.
- Algebra III, 51.
- Grecian and Roman History, 16.
- Rhetoric, 5.

SECOND YEAR.

1st Term.
- Latin III, 24.
- German III, 42.
- Continental History, 19.
- Arithmetic, Tchr. Ac. Rev., 49. | Grammar, Tchr. Ac. Rev., 4.

2d Term
- Latin IV, 25.
- German IV, 43.
- U. S. Political History, 13.
- Geog., Tchr. Ac. Rev., 78. | Penmanship, 90.

THIRD YEAR.

1st Term.
- Latin V, 26.
- German V, 44.
- Psychology 93.
- Plane Geometry, 52.

2d Term
- Latin VI, 27.
- German VI, 45.
- Solid Geometry, 53.
- Psychology Applied, 95.

FOURTH YEAR.

1st Term.
- Latin VII, 28.
- History of Education, 20. | Physiology, Tchr. Ac. Rev., 72
- Modern Lit. & Meth., 47. | Classical Lit. & Meth., 34.
- Rdg. & Gram., Prof. Tr., 12, 11. | Geog. & Arith., Prof. Tr., 80, 58

2d Term
- Latin VIII, 29.
- German VII, 46.
- Teaching, 97.
- Teaching, 98.

ENGLISH LATIN COURSE.

FIRST YEAR.

1st Term
- Latin I, 22. (9th Grade.)
- Algebra II, 50.
- Drawing, 91.
- Sci. of Govt., Tchr. Ac. Rev., 1. | Rdg. & Orth., Tchr. Ac. Rev., 3.

2d Term.
- Latin II, 23. (9th Grade.)
- Grecian and Roman History, 16.
- Algebra III, 51.
- Botany, 73, 74.

SECOND YEAR.

1st Term.
- Latin III, 24.
- Rhetoric, 5.
- Plane Geometry, 52.
- Geog., Tchr. Ac. Rev., 78. | Penmanship, 90.

2d Term.
- Latin IV, 25.
- Psychology, 93.
- Solid Geometry, 53.
- Arith., Tchr. Ac. Rev., 49. | Grammar, Tchr. Ac. Rev., 4.

THIRD YEAR.

1st Term.
- Latin V, 26.
- Psychology Applied, 95.
- Physics I, 81.
- English Literature, 6.

2d Term.
- Latin VI, 27.
- American Literature, 8.
- Physics II, 82.
- Rdg. & Gram., Prof. Tr., 12, 11. | Geog. & Arith., Prof. Tr., 80, 58.

FOURTH YEAR.

1st Term.
- Latin VII, 28.
- Physiology, Tchr. Ac. Rev., 72. | Classical Lit. & Meth., 34.
- Teaching, 97.
- Teaching, 98.

2d Term
- Latin VIII, 29.
- History of Education, 20. | Laboratory Practice, 88 or 79.
- *Elective.*
- U. S. Political History, 13.

SHORTER GERMAN COURSE.

FIRST YEAR.

1st Term.
- German I, 40.
- Algebra II, 50.
- Drawing, 91.
- Sci. of Govt., Tchr. Ac. Rev., 1. | Rdg. & Orth., Tchr. Ac. Rev., 3

2d Term.
- German II, 41.
- Algebra III, 51.
- Botany, 73 and 74.
- Vocal Music, 59, or English History, 14.

SECOND YEAR.

1st Term.
- German III, 42.
- Plane Geometry, 52.
- Continental History, 19.
- Rhetoric, 5.

2d Term
- German IV, 43.
- Solid Geometry, 53.
- Physics I, 81.
- Arith., Tchr. Ac. Rev., 49. | Gram., Tchr. Ac. Rev., 4.

THIRD YEAR.

1st Term.
- Geog., Tchr. Ac. Rev., 78. | Penmanship, 90.
- Psychology, 93.
- English Literature, 6.
- Physics II, 82.

2d Term
- *Elective.*
- American Literature, 8.
- Psychology Applied, 95.
- Rdg. and Gram., Prof. Tr., 12, 11. | Geog. & Arith, Pr. Tr., 80, 58.

FOURTH YEAR.

1st Term
- Chemistry, 84, or Zoölogy, 75 and 76.
- Modern Lit. & Methods, 47. | Physiol., Tchr. Ac. Rev., 72.
- Teaching, 97.
- Teaching, 98.

2d Term
- Astronomy, 86, or Chemistry, 85, or Study of Masterpieces, 10.
- History of Education, 20. | Laboratory Practice, 88 or 79.
- *Elective.*
- U. S. Political History, 13.

MUSIC COURSE.

FIRST YEAR.

1st Term.
- Vocal Music, 59.
- Voice Culture I, 61.
- Sci. of Govt., Tchr. Ac. Rev., 1. | Rdg. & Orth., Tchr. Ac. Rev., 3.
- Modern Language.

2d Term.
- Advanced Vocal Music, 60.
- Voice Culture II, 62.
- Rhetoric, 5.
- Modern Language.

SECOND YEAR.

1st Term
- Harmony I, 67.
- Voice Culture III, 63, or Instrumental Music.
- General History, 15.
- Modern Language.

2d Term
- Harmony II, 68.
- Voice Culture IV, 64, or Instrumental Music.
- Psychology, 93.
- Modern Language.

THIRD YEAR.

1st Term
- Musical Composition, 69.
- English Literature, 6.
- U. S. Political History, 13.
- Arith., Tchr. Ac. Rev., 49. | Gram., Tchr. Ac. Rev., 4.

2d Term
- Voice Culture V, 65, or Instrumental Music.
- Geog., Tchr. Ac. Rev., 78. | Penmanship, 90.
- Physics I, 81.
- Psychology Applied, 95.

FOURTH YEAR.

1st Term
- Counterpoint, 71.
- Physics II, 82.
- Rdg. & Gram., Prof. Tr., 12, 11. | Geog. & Arith., Prof. Tr., 80, 58.
- Physiology, Tchr. Ac. Rev., 72. | *Elective.*

2d Term
- History and Literature of Music, 70.
- Voice Culture VI, 66, or Instrumental Music.
- Teaching, 97.
- Teaching, 98.

NOTES ON THE THREE AND THE FOUR YEARS' COURSES OF STUDY.

1. In the choice of Elective Studies, regard must be had to the schedule of daily exercises. That is, the choice of such studies may be limited, in certain instances, by the possibilities of the schedule. It will sometimes happen that a desired elective study cannot be taken on account of conflict with some required study.

2. The choice of elective studies must also be made with due regard to suitable and necessary sequence. No study may be selected until the student is prepared for it by adequate knowledge of whatever necessarily precedes it. A record in the Teachers' Academic Reviews of Arithmetic, Grammar, Geography, and Reading and Orthography, and at least ten weeks in Psychology should precede Professional Training in common branches.

3. When the word *Elective* occurs in any course of study, *Vocal Music* or *Advanced Vocal Music* will be taken as the full equivalent of any other study.

PROFESSIONAL COURSE FOR GRADUATES OF COLLEGES.

Persons holding an academic degree from the University of Michigan or from an incorporated college, may receive a life license to teach and the degree of Bachelor of Pedagogics, upon completion of the following course, provided this academic work, done in college, be equivalent to the requirements made of Normal students for the degree of B. Pd.

1	Mental Science Applied to Teaching	20 weeks.
2	Professional Training in Common Branches	20 "
3	History of Education	10 "
4	Practice Teaching and Supervision	20 "

The applicant must furnish satisfactory evidence by examination or otherwise that he has a thorough knowledge of common branches as follows: Spelling and Orthoëpy, Grammar, Geography, Arithmetic, History of the United States, Civil Government, and Physiology and Hygiene so far as they have reference to the effects of narcotics and stimulants upon the human system. A residence of one-half year is also required.

THE DEGREE OF BACHELOR OF PEDAGOGICS.

Upon recommendation by the Faculty, this degree may be conferred, under the conditions set forth on p. 19, 2 *a*, *b and c*.

THE DEGREE OF MASTER OF PEDAGOGICS.

1. Any person holding the degree of Bachelor of Pedagogics of the Michigan State Normal School, may upon application, receive the degree of Master of Pedagogics upon the following conditions:

(*a.*) He shall furnish evidence satisfactory to the Faculty that he has been engaged in teaching or in school supervision continuously and with pronounced success for five years since receiving the Bachelor's degree.

(*b.*) He shall prepare and present a thesis acceptable to the said Faculty, upon some subject connected with the History, Science, or Art, of Education, the Faculty reserving the right to assign the subject of such thesis.

COURSES FOR HIGH SCHOOL GRADUATES.

These courses, as given in the following pages, have been formed to meet the wants of such High School graduates as desire to prepare for teaching, and they are open to all who have completed a course in a twelve-grade High School approved by the State Board of Education upon recommendation of the Faculty of the Normal School. (For conditions of approval, see below.)

The courses of study of such approved schools should embrace Arithmetic, Algebra, Plane and Solid Geometry; English Grammar, Rhetoric, English Literature; Political, Mathematical, and Physical Geography; Botany, Physiology, Elements of Zoölogy; Physics, Chemistry; Civil Government, United States History, General History; Grecian and Roman History; English History; Latin, four years; Greek, two years; German, two years; French, one year. Schools whose courses of study do not embrace all these groups of subjects, as indicated above, may be approved for one or more of their courses and their graduates will be admitted to such work in the Normal School as their preparation will warrant.

The High Schools of the state are cordially invited to enter into this relation with the State Normal School, and to gain a place on the list of approved schools, by making a request to this effect, either through the Principal, the Superintendent, or any officer of the School Board, accompanied by a School Catalogue or other evidence of the character of the work done.

When the status of any school shall have been determined either by means of the material thus furnished, or by visitation or otherwise, such school will be informed of the decision made with reference to it, and, if favorable, its graduates will be admitted without examination to such of the courses shown below as their High School work has prepared them to enter, *provided they present their diplomas within two and one half years from the time of their graduation.*

Schools which shall be approved shall be entitled to send their graduates on diploma for a period of three years after date of approval, provided that in this period no important changes affecting the courses of study and the efficiency of the instruction be made. In case of such changes, the Faculty reserve the right to make another inspection. It is expected that the authorities of each approved school shall annually send to the Principal a catalogue of the school, or, if no catalogue is published, that they shall send a statement, giving the names of the teachers, the number of pupils, and a description of the courses of study.

The Courses for High School graduates are as follows:

ONE YEAR COURSES.

LEADING TO A FIVE YEARS' CERTIFICATE.

NOTE.—The numbers placed after the names of studies in this and following Courses refer to the corresponding numbers in Lists A and B.

1.

1st Term.

Psychology (10 wks), 94. | Rdg. & Orth., Tchr. Ac. Rev., 3.
Hist. of Education, 20. | Geog., Tchr. Ac. Rev., 78.
Gram., Tchr. Ac. Rev., 4. | Arith., Tchr. Ac. Rev., 49.
Rdg. & Gram, Prof. Tr., 12, 11. | Geog. & Arith., Prof. Tr., 80, 58.

2d Term.

Psychology Applied, 95.
Physiology, Tchr. Ac. Rev., 72. | Hist. or Sci, Prof. Tr., 21 or 89.
Teaching, 97.
Teaching, 98.

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2. KINDERGARTEN COURSE.

1st Term.

Psychology (10 wks), 94. | Gram., Tchr. Ac. Rev., 4.
Arith., Tchr. Ac. Rev., 49. | Rdg. & Gram., Prof. Tr., 12, 11.
Kindergarten Instruction and Methods, 96.
Drawing, 91.
Vocal Music, 59.

2d Term.

Psychology Applied, 95.
Rdg. & Orth., Tchr. Ac. Rev., 3. | Geog., Tchr. Ac. Rev., 78.
History of Education, 20. | Geog. and Arith., Prof. Tr., 80, 58.
Teaching in Kindergarten, 97. | Teaching in Primary, 98.

TWO YEARS' COURSES.

LEADING TO A DIPLOMA AND A LIFE CERTIFICATE.

1. LITERARY COURSE.

FIRST YEAR

1st Term.
- Drawing, 91.
- Arithmetic, Tchr. Ac. Rev., 49. | Grammar, Tchr. Ac. Rev., 4.
- U. S. Political History, 13.
- Psychology, 93.

2d Term
- Reading & Orth., Tchr. Ac. Rev., 3. | Geog., Tchr. Ac. Rev., 78.
- Psychology Applied, 95.
- Rdg. & Gram, Prof. Tr, 12, 11. | Geog. & Arith, Prof. Tr., 80, 58.
- Advanced English Literature, 7. | Sci. of Govt., Tchr. Ac. Rev., 1.

SECOND YEAR.

1st Term.
- Old and Middle English, 9.
- Institutes of History, 18.
- Teaching, 97.
- Teaching, 98.

2d Term.
- Study of Masterpieces, 10.
- English Constitutional History, 17.
- History of Education, 20. | Laboratory Practice, 88 or 79.
- Physiology, Tchr. Ac. Rev., 72. | History, Prof. Tr., 21.

2. SCIENTIFIC COURSE.

FIRST YEAR.

1st Term.
- Psychology, 93.
- Drawing, 91.
- Rdg. and Orth., Tchr. Ac. Rev., 3. | Geog., Tchr. Ac. Rev., 78.
- Arith., Tchr. Ac. Rev., 49. | Gram., Tchr. Ac. Rev., 4.

2d Term.
- Trigonometry, 55. | Laboratory Practice, 88 or 79.
- Rdg. & Gram., Prof. Tr., 12, 11. | Geog. & Arith., Prof. Tr., 80, 58.
- U. S. Political History, 13.
- Botany, Struc. & Crypt. (10 wks), 73. | Sci. of Govt., Tchr. Ac. Rev. 1.

SECOND YEAR.

1st Term.
- Higher Algebra or Calculus, 54 or 57.
- Psychology Applied, 95.
- Teaching, 97.
- Teaching, 98.

2d Term.
- Advanced Chemistry, 85.
- Advanced Physics, 83.
- History of Education, 20. | Physical Technics, 87.
- Physiology, Tchr. Ac. Rev., 72. | Science, Prof. Tr., 89.

Schools which shall be approved shall be entitled to send their graduates on diploma for a period of three years after date of approval, provided that in this period no important changes affecting the courses of study and the efficiency of the instruction be made. In case of such changes, the Faculty reserve the right to make another inspection. It is expected that the authorities of each approved school shall annually send to the Principal a catalogue of the school, or, if no catalogue is published, that they shall send a statement, giving the names of the teachers, the number of pupils, and a description of the courses of study.

The Courses for High School graduates are as follows:

ONE YEAR COURSES.

LEADING TO A FIVE YEARS' CERTIFICATE.

NOTE.—The numbers placed after the names of studies in this and following Courses refer to the corresponding numbers in Lists A and B.

1.

1st Term.

Psychology (10 wks), 94. | Rdg. & Orth., Tchr. Ac. Rev., 3.
Hist. of Education, 20. | Geog., Tchr. Ac. Rev., 78.
Gram., Tchr. Ac. Rev., 4. | Arith., Tchr. Ac. Rev., 49.
Rdg. & Gram, Prof. Tr., 12, 11. | Geog. & Arith., Prof. Tr., 80, 58.

2d Term.

Psychology Applied, 95.
Physiology, Tchr. Ac. Rev., 72. | Hist. or Sci, Prof. Tr., 21 or 89.
Teaching, 97.
Teaching, 98.

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2. KINDERGARTEN COURSE.

1st Term.

Psychology (10 wks), 94. | Gram., Tchr. Ac. Rev., 4.
Arith., Tchr. Ac. Rev., 49. | Rdg. & Gram., Prof. Tr., 12, 11.
Kindergarten Instruction and Methods, 96.
Drawing, 91.
Vocal Music, 59.

2d Term.

Psychology Applied, 95.
Rdg. & Orth., Tchr. Ac. Rev., 3. | Geog., Tchr. Ac. Rev., 78.
History of Education, 20. | Geog. and Arith., Prof. Tr., 80, 58.
Teaching in Kindergarten, 97. | Teaching in Primary, 98.

TWO YEARS' COURSES.

LEADING TO A DIPLOMA AND A LIFE CERTIFICATE.

1. LITERARY COURSE.

FIRST YEAR

1st Term.
- Drawing, 91.
- Arithmetic, Tchr. Ac. Rev., 49. | Grammar, Tchr. Ac. Rev., 4.
- U. S. Political History, 13.
- Psychology, 93.

2d Term
- Reading & Orth., Tchr. Ac. Rev., 3. Geog., Tchr. Ac. Rev., 78.
- Psychology Applied, 95.
- Rdg. & Gram, Prof. Tr, 12, 11. | Geog. & Arith, Prof. Tr., 80, 58.
- Advanced English Literature, 7. | Sci. of Govt., Tchr. Ac. Rev., 1.

SECOND YEAR

1st Term.
- Old and Middle English, 9.
- Institutes of History, 18.
- Teaching, 97.
- Teaching, 98.

2d Term.
- Study of Masterpieces, 10.
- English Constitutional History, 17.
- History of Education, 20. | Laboratory Practice, 88 or 79.
- Physiology, Tchr. Ac. Rev., 72. | History, Prof. Tr., 21

2. SCIENTIFIC COURSE.

FIRST YEAR.

1st Term.
- Psychology, 93.
- Drawing, 91.
- Rdg. and Orth., Tchr. Ac. Rev., 3. | Geog., Tchr Ac. Rev., 78.
- Arith., Tchr. Ac. Rev., 49. | Gram., Tchr. Ac. Rev., 4.

2d Term.
- Trigonometry, 55. | Laboratory Practice, 88 or 79.
- Rdg. & Gram., Prof. Tr., 12, 11. | Geog. & Arith., Prof. Tr., 80, 58.
- U. S. Political History, 13.
- Botany, Struc. & Crypt. (10 wks), 73. | Sci. of Govt., Tchr. Ac Rev. 1.

SECOND YEAR.

1st Term.
- Higher Algebra or Calculus, 54 or 57.
- Psychology Applied, 95.
- Teaching, 97.
- Teaching, 98.

2d Term.
- Advanced Chemistry, 85.
- Advanced Physics, 83.
- History of Education, 20. | Physical Technics, 87.
- Physiology, Tchr. Ac. Rev., 72. | Science, Prof. Tr., 89.

3. ANCIENT CLASSICAL COURSE.

FIRST YEAR.

1st Term.
- Latin IX, 107, or Greek V, 111.
- Drawing, 91.
- Rdg. and Orth., Tchr. Ac. Rev., 3. | Geog., Tchr. Ac. Rev., 78.
- Psychology, 93.

2d Term.
- Latin X, 108, or Greek VI, 112.
- Arithmetic, Tchr. Ac. Rev., 49. | Grammar, Tchr. Ac. Rev., 4.
- U. S. Political History, 13.
- Sci. of Govt., Tchr. Ac. Rev., 1. | *Elective.*

SECOND YEAR.

1st Term.
- Latin XI, 109, or Greek VII, 113, or *Elective.*
- History of Education, 20. | Laboratory Practice. 88 or 79.
- Rdg. & Gram., Prof. Tr., 12, 11. | Geog. & Arith., Prof. Tr., 80, 58.
- Physiology, Tchr. Ac. Rev., 72. | Classical Lit. and Meth., 34.

2d Term.
- Latin XII, 110, or Greek VIII, 114, or *Elective.*
- Psychology Applied, 95.
- Teaching, 97.
- Teaching, 98.

4. MODERN CLASSICAL COURSE

FIRST YEAR.

1st Term.
- German V, 44, or French III, 37.
- U. S. Political History, 13.
- Psychology, 93.
- *Elective.* | Geog., Tchr. Ac. Rev., 78.

2d Term.
- German VI, 45, or French IV, 38.
- Arithmetic, Tchr. Ac. Rev., 49. | Grammar, Tchr. Ac. Rev., 4.
- Drawing, 91.
- Rdg. & Orth., Tchr. Ac. Rev., 3. | Sci. of Govt., Tchr. Ac. Rev., 1.

SECOND YEAR.

1st Term.
- French V, 39, or *Elective.*
- History of Education, 20. | Laboratory Practice, 88 or 79.
- Rdg. & Gram., Prof. Tr., 12, 11. | Geog. & Arith., Prof. Tr., 80, 58.
- Modern Lit. and Meth., 47. | Physiology, Tchr. Ac. Rev., 72.

2d Term.
- German VII, 46.
- Psychology Applied, 95.
- Teaching, 97.
- Teaching, 98.

5. ENGLISH GERMAN COURSE.

FIRST YEAR.

1st Term.
- German V, 44.
- Psychology, 93.
- Rdg. and Orth., Tchr. Ac. Rev., 3. | Geog., Tchr. Ac. Rev., 78.
- Arithmetic, Tchr. Ac. Rev., 49. | Gram., Tchr. Ac. Rev., 4.

2d Term.
- German VI, 45.
- Rdg. & Gram., Prof. Tr., 12, 11. | Geog. & Arith., Prof. Tr., 80, 58.
- Drawing, 91.
- Psychology Applied, 95.

SECOND YEAR

1st Term.
- Chemistry, 84, or Zoölogy, 75, and Comparative Zoölogy, 76.
- Modern Lit. and Meth., 47. | Physiology, Tchr. Ac. Rev., 72.
- Teaching, 97.
- Teaching, 98.

2d Term
- German VII, 46.
- Sci. of Govt., Tchr. Ac. Rev., 1. | *Elective.*
- U. S. Political History, 13.
- History of Education, 20. | Laboratory Practice, 88 or 79.

6. ENGLISH FRENCH COURSE.

FIRST YEAR.

1st Term.
- French III, 37.
- Psychology, 93.
- Rdg. and Orth., Tchr. Ac. Rev., 3. | Geography, Tchr. Ac. Rev., 78.
- Arithmetic, Tchr. Ac. Rev., 49. | Grammar, Tchr. Ac. Rev., 4.

2d Term
- French IV, 38.
- Rdg. & Gram., Prof. Tr., 12, 11. | Geog. & Arith., Prof. Tr., 80, 58.
- Drawing, 91.
- Psychology Applied, 95.

SECOND YEAR

1st Term
- French V, 39.
- Mod. Lit. and Meth., 47. | Physiology, Tchr. Ac. Rev., 72.
- Teaching, 97.
- Teaching, 98.

2d Term
- American Literature, 8.
- Sci. of Govt., Tchr. Ac. Rev., 1. | *Elective.*
- U. S. Political History, 13.
- History of Education, 20. | Laboratory Practice, 88 or 79.

7. LATIN GERMAN COURSE.

FIRST YEAR.

1st Term
German V, 44.
U. S. Political History, 13.
Rdg. and Orth., Tchr. Ac. Rev., 3. | Geog., Tchr. Ac. Rev., 78.
Psychology, 93.

2d Term
German VI, 45.
Drawing, 91.
Arithmetic, Tchr. Ac. Rev., 49. | Grammar, Tchr. Ac. Rev., 4.
History of Education, 20. | Physiology, Tchr. Ac. Rev., 72.

SECOND YEAR.

1st Term
Latin IX, 107.
Elective. | Sci. of Govt., Tchr. Ac. Rev., 1.
Rdg. & Gram., Prof. Tr., 12, 11. | Geog. & Arith., Prof. Tr., 80, 58.
Modern Lit. and Methods, 47. | Classical Lit. and Methods, 34.

2d Term
German VII, 46.
Psychology Applied, 95.
Teaching, 97.
Teaching, 98.

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8. LITERARY SCIENTIFIC COURSE.

FIRST YEAR

1st Term
Drawing, 91.
Arithmetic, Tchr. Ac. Rev., 49. | Grammar, Tchr. Ac. Rev., 4.
U. S. Political History, 13.
Psychology, 93.

2d Term
Reading and Orth., Tchr. Ac. Rev., 3. | Geog., Tchr. Ac. Rev., 78.
Psychology Applied, 95.
Rdg. & Gram., Prof. Tr., 12, 11. | Geog. & Arith., Prof. Tr, 80, 58.
Adv. English Literature, 7. | Sci. of Govt., Tchr. Ac. Rev., 1.

SECOND YEAR.

1st Term
Chemistry, 84.
Institutes of History, 18.
Teaching, 97.
Teaching, 98.

2d Term
Chemistry Advanced, 85.
American Literature, 8.
History of Education, 20. | Laboratory Practice, 88 or 79.
Physiology, Tchr. Ac. Rev., 72. | Hist. or Sci., Prof. Tr., 21 or 89.

EXPLANATION OF COURSES.

GENERAL INSTRUCTION IN THE SCIENCE AND ART OF TEACHING.

This course precedes the special courses in methods of teaching the various branches, and is designed to prepare the student to receive such special instruction with advantage. At least ten weeks of instruction in Psychology must precede any such special instruction in methods of teaching.

(1.) The course includes the study, for one full term of twenty weeks, of the *Elements of Psychology*, embracing the elementary principles of both mental and moral science. The truth is recognized that the art of teaching must be based upon the science of education, and that the science of education has its ultimate basis in the science of mind. Methods of teaching can be only empirical to those who possess no knowledge of the powers of the soul or of the various modes of mental activity.

(2.) After this preliminary study of mind, instruction is given for twenty weeks in the *General Application of Psychology* to the theory of education and to the art of teaching, including the subjects of school organization, school government, and related topics.

The discussions under this head include a consideration of the nature and purposes of education; of the agencies and forces employed in the work of educating the child; the province and work of schools and teachers; and the extent and limitations of their responsibility.

The order in which both the physical and mental powers are developed; the conditions of harmonious and healthy development, and the means by which such development is best secured, are also considered.

From the laws of development and from the fundamental laws of the mind's activity, which together constitute the most essential

principles of the science of education or pedagogics, both general and special laws of teaching or of pedagogy are deduced. An effort is made, by familiar illustrations and examples, to show the practical value of these laws in the work of the school and in the class room. Special applications of these laws to particular branches of instruction are made by the heads of the various departments, and also by those in charge of the Training School.

(3.) Instruction is given in respect to the *School System and School Laws of Michigan;* and in this connection the duties, obligations, and rights of teachers are considered. Attention is also given to the powers and duties of School Boards, of Superintendents and Prinicpals of graded schools, and the subordinate teachers in such schools.

The character of ungraded schools; the peculiar nature of graded schools; the processes of grading and classifying; the principles which should guide in the promotion of pupils; modes of examination with their benefits and evils, and other related topics, are fully discussed.

(4.) *The History of Education* occupies half of one term. Attention is given to the history of schools, of school systems, and of education generally. Instruction is given partly by lectures with references for abundant reading, and partly by the use of a text-book.

The progressive development of methods of teaching is illustrated by reference to the lives, labors, and principles of the great leaders in educational reform and advancement. In this way the relation of the present to the past is clearly shown, and the direction of real progress is discovered.

(5.) The Advanced courses leading to the degree of Bachelor of Pedagogics include more extended study and instruction in Psychology, embracing the principles of moral as well as mental science; and an examination of portions of the history of philosophy, especially with reference to its connection with systems of education, and more extended study of educational history, of systems of education, of general methods of instruction, and of educational literature. The seminary methods will be adopted so far as circumstances will permit.

TEXT-BOOKS.

Psychology, Elementary, - - - -	Putnam.
Psychology, Advanced, - -	Sully or Dewey.

Psychology Applied, - - - - - - - Putnam.
History of Education, - - - - - Painter or Compayré.

SPECIAL REFERENCE BOOKS.

Fitch's Lectures on Teaching.
School Supervision, - - - - - - Pickard, Payne.
Teaching in Three Continents, - - - - - - Grasby.
Boone's Education in the United States.
Quick's Educational Reformers.
Laurie's Life of Comenius.
Life of Pestalozzi, - - - - - - - De Guimps.

KINDERGARTEN DEPARTMENT.

A Kindergarten Course is established to meet the demand for kindergartners and primary teachers who are expert in kindergarten methods. It affords opportunity to those desirous of acquainting themselves with the principles of the kindergarten to take a course of instruction in this subject.

The Course consists of:

(*a.*) Lectures on the kindergarten principles and system, and the philosophy of the gifts and occupations.

(*b.*) A series of exercises in the use of the gifts and occupations as employed in the kindergarten, and as adapted to the different grades of primary schools. This includes instruction in clay-modeling, coloring, parquetry work, ring-laying, perforating, paper-folding, paper-cutting and pasting; designing with rings, sticks, tablets, etc.; mat-weaving, block-building, cardboard modeling, and all the usual practical work of a kindergarten course.

(*c.*) Practice teaching in the kindergarten and primary grades.

Candidates for this course must be proficient in English, and have the same knowledge of Psychology and Methods of Teaching as is required of students in other courses before entering upon practice teaching.

SPECIAL REFERENCE BOOKS.

Kindergarten and Child Culture Papers, - - - Barnard.
Child and Child Nature, - - - - - Von Bülow.
Lectures to Kindergartners, - - - - - Peabody.
The Child, - - - - - - - - Kreige.
Kindergarten Culture, - - - - - - Hailman.
Prang's Use of Models.
Color in the Schoolroom, - - - - Milton Bradley.
Education of Man, - - - - - - Froebel.

MATHEMATICS.

The Academic work in mathematics includes the elementary subjects usually taken in high schools, together with Trigonometry, Analytical Geometry, Calculus, Higher Algebra and Surveying. The latter, more advanced subjects, are introduced for the purpose of taking the student far enough beyond the probable limit of his future teaching to give him an adequate view and mastery of his work. They are treated with reference to their subsequent use in Astronomy and Advanced Physics, the work of the departments of Mathematics and Physical Sciences being arranged to this end. Surveying is elective, and consists largely of practical field work. A course in Bookkeeping is also elective.

Students are supposed to have completed Arithmetic and to be familiar with the first part of Algebra before entering the School. For such as fall only slightly below these requirements, preparatory classes, taught by pupil teachers, under the immediate supervision of the head of the department, are arranged. The secondary work both in the preparatory grade and thereafter, is treated with that extra thoroughness necessary in the preparation of a teacher.

Professional work constantly enters in with the Academic, the aim being to make the Course as a whole, and each lesson in particular, a model for the future teacher. Lectures are given in the historical development of each subject, and the best methods of presenting the various topics are set forth.

The Teacher's Academic Review of Arithmetic, designed to be taken after the completion of the rest of Elementary Mathematics, is in charge of the head of the department. It consists of a rapid review of those chapters of applied arithmetic in which the teacher is most apt to need special instruction, both as to subject-matter and methods of presentation.

The class in Professional Training attends a series of lectures by the head of the department. These lectures consider the subject of teaching both historically and scientifically. The former view is designed to show what has been and is considered the proper sphere of arithmetic and methods of teaching the subject. The latter, to show the best methods, in the light of present criticism, of presenting typical chapters in the various grades. Especial attention is direct-

ed to the bibliography of the subject, the Normal Library being quite complete in works of reference.

TEXT-BOOKS.

Arithmetic,	Wentworth & Hill, Milne.
Elementary Algebra,	Bellows.
Higher Algebra,	Hall & Knight.
Geometry,	Bellows.
Trigonometry,	Bellows.
Analytical Geometry,	Hardy.
Calculus,	Taylor.
Surveying,	Bellows.
Bookkeeping,	Woolley.

ENGLISH LANGUAGE AND LITERATURE.

GRAMMAR.

In the Academic work in English Grammar, special atttention is given to the analysis of sentences with a view to understanding the use and relations of words in sentence structure. In this respect Grammar is thought of, not as a set of rules to be committed to memory, but as a disciplinary study of high value.

RHETORIC.

After a mastery of the ordinary text-book work, attention is given to applying the principles learned, to written exercises. No student is allowed to leave the subject without several weeks of drill in English composition. Essays, narrative, descriptive, argumentative, historical, and biographical, are prepared by each student and criticised by the teacher.

LITERATURE.

The full course in Literature extends through four terms, as follows:

1. History of English Literature. This includes an acquaintance with authors in the following particulars: Times in which they lived; leading events of their lives, especially such as influenced their writings; names and character of their principal works.

2. Advanced English Literature. This consists of direct study

of authors, with critical class reading; collecting opinions of reviewers and critics and comparing them; writing reviews and criticisms of masterpieces.

3. One term is devoted to American Literature. The work corresponds in plan to that under Advanced English.

4. In the Literary Course, the last year is devoted to Old and Middle English, and a critical study of English Masterpieces.

5. In the courses leading to the degree of Bachelor of Pedagogics, Advanced Rhetoric is offered. Here an attempt is made to get beyond the stereotyped rules of the text-books, and to become acquainted with the principles and philosophy of style by a seminary course of reading in the library.

TEXT-BOOKS.

Grammar,	Reed and Kellogg.
Rhetoric,	D. J. Hill.
English Literature,	Stopford Brooke.
American Literature,	Royse.
Orthoëpy,	Salisbury.

HISTORY AND SCIENCE OF GOVERNMENT.

HISTORY.—This course includes the following subjects:

1. *United States History*, embracing one term in the study of the narrative, in the ninth grade, one term in the study of the political institutions, and one term in the study of the constitutional history offered as advanced work.

2. *English History.*—Like the preceding, this forms a separate course complete in itself. It includes one term in the study of the narrative, and one term in the study of the English Constitution in its growth and workings.

3. *General History.*—This course embraces, *First*, the several sections of Grecian, Roman, Continental, and General History. The work is almost exclusively outlines, and is determined by the studies in connection with which it is taken. *Second*, Institutes of General History, which is supplementary to the preceding, and aims to exhibit the unity of historical development by the study of those things which have been permanent in their influence upon civilization.

4. *Professional Work.*—A special course in methods of teaching history is given, including, somewhat in detail, both the matter and the method of its presentation as adapted to certain classes, with the preparation of written lessons with criticisms on the same.

SCIENCE OF GOVERNMENT.—This course embraces:

1. The township, its origin, development, and influence, with specific work on the Michigan township.

2. The development of the local town, into general colonial government, the main features of the government in each colony, and the establishment of the State of Michigan and details of its government.

3. The political relations of the colonies to England, the change of sovereignty, the new government under the forms of continental congress, the confederation, and the constitution. The working of the constitutional government in detail.

TEXT-BOOKS.

United States Colonial History,	Doyle.
United States, Federal Period,	Johnson.
Reviews,	King's Tabulation.
General History,	Labberton.
Civil Government,	Story.
Constitution of Michigan,	Cocker.
Ancient History,	Myers.
Modern History,	Myers.

THE PHYSICAL SCIENCES.

PHYSICS.—The work offered in this subject falls under the following heads:

1. *Elementary Physics.*—This subject, including Nos. 81 and 82 of List A, extends through an entire year, the first term being devoted to Mechanics, Heat, and Sound, and the second to Electricity and Light. The amount of work accomplished is essentially that given in an ordinary High School text-book, as Gage or Avery or Norton. Great stress is laid upon the demonstration by experiment of the laws and principles of physics, as is now common in all good schools, and, since the student is an intending teacher, it is felt to be

important that he should not only experiment himself, see experiments performed, and learn how to analyze and study them, but that he should make a special study of apparatus and manipulation and have some practice in demonstration in presence of a class. Considerable attention is given to the purchase, testing, care, and effective use of apparatus, and also to the manipulation and use of simple or extemporized pieces.

2. *Advanced Physics.*—This is a half-year course upon the entire subject, and presupposes a knowledge of Elementary Physics and a course of mathematics through trigonometry, including an elementary knowledge of differential equations. The ground covered is essentially that of Daniel, Anthony and Brackett, or Deschanel.

3. *Physical Laboratory Practice.*—This is a course of individual practical work in the physical laboratory, and differs from the student's work in Elementary Physics, in three particulars: 1st, it is more advanced; 2d, it is mainly quantitative, whereas that is largely qualitative; 3d, it is based upon the individual, as that is upon the collective system.

4. *Physical Technics.*—A ten-weeks' practical course upon the construction of apparatus and the fitting up and stocking of a simple laboratory, either physical or chemical or both. This course and Advanced Physics are especially adapted to prepare students to give instruction in an ordinary High School by the laboratory method.

5. *Training in the Physical Sciences.*—A five-weeks' course in methods of teaching the Physical Sciences. While professional in no higher sense than the preceding courses, it yet aims to set forth the scientific method in brief terms and to show how it may be applied in the ordinary work of the school room.

CHEMISTRY.—In this subject there are two courses:

1. An elementary course in Chemistry, with some attention to the chemistry of the carbon compounds. Practice will be had by the members of the class in chemical manipulation, experimentation, and class instruction.

2. *Advanced Chemistry.*—This work will in the main take the form of individual practice in Chemical Analysis, for which the usual laboratory conveniences are supplied, but the attempt will be made to have it regarded in fact as a continuation of the science of

Chemistry. The last ten weeks are devoted to quantitative analysis, including air and water analysis.

ASTRONOMY.—1. The general work in this subject consists of a somewhat complete study of Uranography, or the ancient Astronomy, considerable practice with the globes, and a brief presentation of the modern Astronomy, or the physical features of the heavenly bodies.

2. Following the above, a practical course (voluntary) in instrumental Astronomy, embracing the adjustment and use of the sextant, the transit, the chronograph, the chronometer, and the equatorial, with some of their more important accessories. A small observatory with a simple equipment furnishes facilities for this work.

A ten weeks' course in Sanitary Science, and a course of like extent in Meteorology, are offered to students in the courses leading to the degree of Bachelor of Pegagogics.

TEXT-BOOKS.

Astronomy,	Newcomb.
Instrumental Astronomy,	Lectures and Chauvenot.
Elementary Physics,	Gage.
Advanced Physics,	Anthony and Brackett.
General Chemistry,	Remsen.
Analytical Chemistry,	Jones.
Laboratory Practice,	Lectures.
Physical Technics,	Lectures.
Sanitary Science,	Blyth.
Meteorology,	Lectures.

NATURAL SCIENCES.

PHYSIOLOGY AND HYGIENE receive the attention their importance demands. The application of physiological laws to the proper regulation of school work is freely and fully discussed, and the duty of maintaining good health is strenuously urged. The practical work embraces weekly drill in gymnastic exercises.

In ZOÖLOGY, BOTANY, and GEOLOGY the professional work concerns the educational value of the study as tending:

1. To cultivate the observing faculties;

2. To lay the foundation, by means of comparison and classification, for the habit of inductive reasoning.

In connection with the Training School, special attention will be given to fitting students to handle successfully Natural History work in the various grades of the public schools. Additional advantages will also be afforded in preparation for High School work.

The course in Botany comprises:

1. Structural Botany, including daily work with the microscope;

2. A brief course in Cryptogamic Botany, including the study of several subjects in each division, showing the nature and degree of development upon which classification is based.

3. Phanerogamic Botany, embracing the text of Wood or Gray, with the description and analysis of 75 plants.

4. In Zoölogy the first half of the term is devoted to description and classification; the second to the more comprehensive work of the study of structures by means of comparison.

Laboratory work is pursued throughout the term. In addition, students are taught to prepare and mount skeletons and to collect and prepare material for museum uses.

Training in Biological Science includes the care of instruments, the preparation and mounting of histological specimens, and such direction of special studies as will prepare the student for successful original research.

In Geology, Dana's text-book or its equivalent is used, supplemented by practical work in crystallography and the determination of minerals.

MUSEUM.

A well appointed Museum is growing up in connection with the department of Natural History.

The Herbarium contains over 1000 specimens. Some of these have been sent from distant parts by former members of the school. Contributions of similar character are still solicited.

The Zoölogical collection embraces a case of native birds, to which additions are constantly being made; a few mammals; a large number of specimens in alcohol; a collection of typical shells; a case of fine corals, and many other forms of marine life. A collection of insects numbering about 2000 specimens has been added during the year. These collections are in constant use for purposes of illustration and study.

The Geological collection contains a fair representation of rocks, minerals, metals, and fossils, together with a set of plaster casts from Ward's celebrated establishment.

A course in Entomology is offered to students pursuing courses leading to the degree of Bachelor of Pedagogics.

TEXT-BOOKS.

Structural Botany,	Bessey.
Systematic Botany,	Wood's Class Book or Gray's Manual.
Physiology and Hygiene,	Walker or Martin.
Zoölogy,	Packard.
Comparative Zoölogy,	Orton.
Geology,	Dana.

GEOGRAPHY.

The course in Geography comprises:

1. General Geography, including lessons upon the earth as a planet; general laws of the contour and relief of the earth's surface; hydrography; climate and distribution of vegetable and animal life; anthropogeography (man as dependent upon the physical condition of the earth's surface; the earth's surface as modified by the action of man.)

2. Special Geography, including lessons upon the physical characteristics of the ocean, and upon their relations to commerce and civilization; upon the physical characteristics of the continental masses; upon the relation of these physical characteristics to commerce, civilization, political divisions, etc.; upon the grand divisions; upon the United States, and upon Michigan, from the same point of view.

PROFESSIONAL WORK. A special course in methods of teaching geography is given, including a detailed outline of the course of instruction and full illustrations of the method of conducting the lessons Members of the senior class teach geography in the Training School under the supervision of the head of the department.

TEXT BOOK—Any good Grammar School or High School geography containing good physical maps.

DRAWING AND MANUAL WORK.

ELEMENTARY.—The Elementary class follows in the main the course as laid down for the Training School, with such modifications as the greater maturity of the pupils may require. The topics considered are geometrical plane figures and their use in design; free ornament of the leading styles (Greek, Italian Renaissance, Gothic, etc.); drawing from solids, including geometrical forms, common objects and casts, with light, shade and shadow; principles of perspective and the construction of shadows and reflections; geometrical drawing; working drawings, and the elements of orthographic and isometric projection; harmony and contrast of color, with exercises in coloring; construction in appropriate material, of all forms drawn.

The course is presented in the order or succession suitable for its use in the public schools.

The course in the advanced class follows the same general line of work as that of the elementary class, with the addition of mathematical perspective; projection of shadows; advanced projection drawing; drawing from casts, natural flowers, leaves, etc.; composition of original ornament; theory of ornament; historical ornament; topographical drawing; construction of all forms drawn, and sketching from nature.

PROFESSIONAL WORK. A special course in methods of teaching drawing is given, including a detailed statement of suitable lessons and the methods of giving them, with full examples of the work for each year. Members of the senior class teach drawing in the Training School under the supervision of the head of the department.

GERMAN AND FRENCH.

COURSE IN GERMAN.

First Term.—Pronunciation, reading, oral exercises. A rudimentary knowledge of the parts of speech; the most important rules of syntax. Macmillan's First German Reader. Later: Brandt's German Grammar, with Exercises.

Second Term.—Oral and grammatical exercises continued (Brandt's Grammar.) Schiller—Wilhelm Tell.

Third Term.—Lessing's Minna von Barnhelm. Grammar continued.

Fourth Term.—Goethe's Hermann und Dorothea. Hoffmann's Historische Erzaehlungen (D. C. Heath's edition). Grammar continued.

Fifth Term.—Selections from Schiller's, Goethe's, and Heine's prose. Goethe's Egmont, or equivalent. German Composition (Harris.)

Sixth Term.—German Ballads and Lyrics. Freytag's der Staat, Friedrich's des Groszen, or Gutzkhow's Zopf und Schwert. Some short historical novel. Composition continued (Harris.)

Half Term.—Literary studies and discussion of methods of teaching, 10 weeks.

Seventh Term.—Lessing's Nathan der Weise. Goethe's Iphigenie auf Tauris, or Torquato Tasso. A German treatise on Education. Composition (Buchheim.) Teaching in Practice School.

COURSE IN FRENCH.

First Term.—Pronunciation, reading, oral exercises. Elementary Grammar (Macmillan's Progressive French Course, Part I.) Mme. de Girardin—La Joie fait Peur.

Second Term.—Grammar continued (Macmillan's Course, Part II.) Molé—French Life in Letters. Halévy—L'Abbé Constantin. Conversation.

Third Term.—Sandeau—Mlle. de la Seiglière. George Sand—La Mare au Diable. Study of Idioms. Grammar continued (Macmillan's Course, Part II.) Conversation.

Fourth Term.—Lacombe—Petite Histoire du Peuple français, with practice in conversation and study of idioms. Corneille—Le Cid, or Horace. Molière—Les Femmes Savantes. Composition and Grammar, once a week, (Macmillan's Course, Part III.)

Fifth Term.—Sainte Beuve—Causeries du Lundi, or equivalent. Crane—Le Romantisme français. A French treatise on Education. Composition and Grammar, once a week, (Macmillan's Course, Part III.)

Half Term.—Literary studies and discussion of methods of teaching, 10 weeks.

ANCIENT LANGUAGES.

COURSE IN LATIN.

FIRST YEAR.

Jones's First Lessons in Latin in connection with D'Ooge's Colloquia Latina, and Harkness's Standard Latin Grammar (or Allen and Greenough's). Translation of easy selections, with simple Latin conversation based upon the Colloquia.

SECOND YEAR.

Cæsar's Commentaries, (Kelsey's or Allen and Greenough's), four books. The reading of some good biography of Cæsar is required. Latin Prose Composition (Daniell, Part I.) This year is devoted to thorough grammatical drill.

THIRD YEAR.

Cicero (Allen and Greenough), six orations, or four orations and Sallust's Bellum Catilinae. The reading of some good biography of Cicero is required. Latin Prose Composition (Daniell, Part II.) Daily practice in writing Latin will be given. Ovid—Selections (Kelsey) commenced, with a study of versification and scansion. This year is devoted mainly to the study of Latin synonyms, the elements of good Latin style, and the figures of rhetoric and syntax.

FOURTH YEAR.

Ovid—Seleetions completed. Vergil—Æneid (Frieże), six books, and the Eclogues. During this year, special attention is given to Mythology and Ancient Geography.

During the third and fourth years, practice is given in sight-reading from Tomlinson's "Latin for Sight Reading."

In the fourth year, a five weeks' lecture course is given on Grecian and Roman Literature, and a five weeks' professional course on methods.

Ample facilities for practice teaching in Latin are offered in the ninth grade of the Training School.

COURSE IN GREEK.

FIRST YEAR.

Boise's First Lessons in Greek, in connection with Hadley and Allen's Greek Grammar. Moss's First Greek Reader. Xenophon—Anabasis (Kelsey or Boise) commenced.

SECOND YEAR.

Xenophon—Anabasis continued, three books. Greek Prose (Jones). Homer—Iliad (Keep), three books. As soon as practicable, sight-reading is introduced from Moss's First Greek Reader, or from Jerram's Minora Reddenda.

The following studies are offered to students pursuing the advanced courses (six years) leading to the degree of Bachelor of Pedagogics:

ADVANCED COURSES IN LATIN.

Ninth Term.—Livy—Book XXI or XXII, with Miller's Latin Composition.

Tenth Term.—Horace—Odes and Epodes, or Satires and Epistles.

Eleventh Term.—Terence or Plautus—Two Comedies, and Horace—Ars Poetica.

Twelfth Term.—Tacitus Germania and Agricola, or Cicero - De Amicitia or De Senectute.

ADVANCED COURSES IN GREEK.

Fifth Term.—Homer—Odyssey

Sixth Term.—Lysias Four orations.

Seventh Term. Plato—Apology.

Eighth Term.—Sophocles - (Edipus Tyrannus; Euripides—Alcestis; or Demosthenes—De Corona.

N. B.—The advanced courses in Latin and in Greek will be given, in the order laid down, only on alternate years. Pupils who enter for this work in the fall of 1893 will be classified with those who entered in 1892, and will complete, with them, the work of the last two terms of Latin and of Greek respectively before taking up the work of the first two terms.

MUSIC COURSE.

FIRST YEAR.

First Term.—Elements of vocal music with methods of instruction. Cultivation of the voice, alternating with other subjects, throughout the entire term.

Second Term. (First 10 weeks) Special Teachers' Class and Advanced Music—Cultivation of the voice continued. The principles of musical notation further developed, and pupils required to sing and write the major, minor, and chromatic scales in all the keys. A part of the time will be given to the practice of glees, chants, etc., solo and quartette singing, and the other part to the consideration of musical theory and methods of teaching.

Second Term (Last 10 weeks).—Methods of teaching music in ungraded schools and in graded schools, reviewed; also methods of teaching singing schools and giving individual lessons. Cultivation of the voice. Lectures and essays upon professional topics.

SECOND YEAR.

First Term.—1. Harmony. This subject will be taught according to the methods and books of the best German, English, and American authors. 2. Voice Culture. Individual lessons, that each voice may receive especial training and development.

Second Term.—A continuation of the work of the first term in harmony and voice culture.

THIRD AND FOURTH YEARS.

Musical Composition. Study of Form in music. How to construct melodies, and how to analyze them. Also the consideration of various kinds of compositions, such as the Song, the Sonata, the Symphony, the Oratorio. Counterpoint (20 weeks), etc. Solo Singing. The instruction now given will be adapted particularly to preparing singers for public singing in church choirs or in concerts and school lyceums. During these years, pupils in instrumental music will have opportunity to play accompaniments. History and Literature of Music. Practice teaching and conducting.

INSTRUMENTAL MUSIC.

See circulars of the Normal Conservatory of Music.

THE NORMAL CHOIR.

All persons who have passed music, and others who are competent, may be admitted to the choir. The work in this class consists of chorus singing and special vocal drill, and the preparation of music for the various public exercises of the school. The accompaniments for the choir are played on the Grand Organ or the Piano in Normal Hall. Here pupils may continue the practice of music during the entire course without interfering with other studies.

CONDUCTOR'S CLASS.

More advanced pupils will be appointed as conductors, and after the necessary instructions have been given, they will have opportunity to conduct the chorus.

TEXT-BOOKS IN MUSIC.

Pease's Singing Book.
Harmony Manual, - - - - - Pease and Hewitt.
Elements of Harmony, - - - - Buesler and Emery.
Development of Voice, - - - - - - Scharfe.
Vocalises Bordogni, Marchesi, Voccai.
Composition, - - - - - - - Stainer.
Counterpoint, - - - - - - Bridge and Richter.

THE TRAINING SCHOOL.

The Training School is established and maintained in connection with the Normal School for the purpose of furnishing opportunities for observation and practice teaching to Normal School students, under the supervision of its principal assisted by a corps of model teachers and a kindergartner. It includes in its organization an eight grade school of 300 pupils, and a kindergarten of 40 children. A ninth grade has recently been added. The course of study embraces the subjects and the amount of work required in the corresponding grades of the best public schools.

TEXT-BOOKS USED IN THE TRAINING SCHOOL.

Arithmetic, - - - - - - - Wentworth, Olney.
Algebra, - - - - - - - - - Bellows.
Language, - - - Barnes, Swinton, Reed and Kellogg.
Reading—Modern School, Appleton's, Barnes's, Swinton, Nature Readers, Standard Supplementary, Appleton's Historical and Natural History Series, English Classics.
Geography, - - - - - Appleton, Our World.
United States History, - - - - - Higginson.
Penmanship, - - - - - - Spencerian Manual.
Dictionary, - - - - - - - - Webster.
Physiology and Hygiene, - - - Kellogg, Smith, Martin.
Music, - - - - - National Music Course, Pease.
Drawing, - - - - - - Goodison's Syllabus.
Lain,—Jones's First Lessons, Harkness's Grammar, D'Ooge's Colloquia Latina.
German, - - - - - - - - - ———.

COURSE OF STUDY.

KINDERGARTEN.

Children are admitted at four years of age. While the work is that of a regular kindergarten, it is conducted with reference to the primary school, in which the methods of the kindergarten are continued so far as they are properly applicable to the work of the grades.

PRIMARY GRADES.

FIRST YEAR.

Language.—Sentences and Words: new words introduced into a sentence; all possible combinations of the words learned; association of word and idea; meanings of words developed and made vivid by means of objects, drawings and other pictures; script used from the beginning; blackboard and slate work first ten weeks—50 selected words; phonics; print introduced the eleventh week by charts and books; First Reader.

Spelling.—Naming the letters of words from sight; writing words and sentences; writing words and sentences from dictation; spelling including capitals and apostrophe when necessary features of the word, i. e. the complete form of the word.

Penmanship.—Movement exercises; forms of letters, singly and in groups and words; blackboards and slates; paper and pencil; neatness and accuracy insisted on.

Drawing and Manual Work.—Form work including modeling, mat-weaving, perforating, sewing, coloring representation of flowers, fruits, vegetables, etc.; designing—paper-folding, cutting, ring and stick-laying, etc. Form is based on kindergarten gifts.

Music.—Voice-singing; voice culture; breathing tones, etc.; reading music—triads and scales, hand-signs and numerals, letters and syllables; time exercises, blackboard and miscellaneous; Music Reader No. 1; charts, new first series.

Arithmetic.—Development of the idea of numbers from 1 to 10, counting, etc.; Children who have had the benefit of kindergarten instruction, are beyond this stage; the work however is retained in the grade to meet the needs of children who have not had such training. Relations and combinations based on the Grube Method. Special attention to applied work. Reading and writing numbers to 100.

Language.—Special attention to oral language based on things and their properties and relations, work with objects, pictures, stories; memorizing of selections; written work related to the above, copying, reproduction and dictation work in connection with the reading work.

Nature Knowledge, Elementary Science, Nature Study, etc.—Position, direction, etc.; observation lessons; natural phenomena, plants, animals, etc. These subjects are taught in connection with language and other work.

Morals and Manners.—Morals and manners; cleanliness, care of body and personal belongings.

SECOND GRADE.

Reading.—Oral Reading continued from two to three first readers completed during the year; new words taught as in first grade; sounds of

letters systematically taught; diacritical marks used. Supplementary work.

Spelling.—As in first grade; spelling blanks used.

Penmanship.—First grade work continued and extended.

Drawing and Manual Work.—Form work as in first grade, continued and extended.

Music--Previous work continued and extended; written work—modulator, blackboard and charts; Music Reader No. 1; charts, first series.

Arithmetic.—Numbers to 100 with applied work; the fundamental operations to be considered separately on the basis of work of first grade; construction and memorizing of addition, subtraction, multiplication, and division tables; equal parts of numbers taught; elements of Denominate Numbers; Notation and Numeration to 1000.

Language.—Oral and written work continued and extended; capitals, conventional punctuation—special attention to quality of work; declarative and interrogative sentences, construction of same using words learned; study of plants, animals, other objects and pictures directed by teacher, followed by oral and written reproduction.

Home Knowledge, etc.—Work of first grade continued and extended.

General Lessons.—Work of first grade continued and extended.

THIRD GRADE.

Reading.—Second Reader; two readers completed during the year; phonics and diacritical marks continued. Supplementary work

Spelling.—As before.

Penmanship.—Paper, pen and ink; blackboard drill work; copies given by teachers; sentence writing; special attention to position and fore-arm movement.

Drawing and Manual Work.—Straight lines in different positions, length, and distance apart; angles, and four-side figures from models; applications to straight-line flat ornament and to drawing faces of objects; elements of color; construction in paper or pasteboard of objects drawn.

Music.—Previous work continued and extended; staff notation using different keys without explaining their signification; Reader No. 1; charts, first series.

Arithmetic.—Notation and numeration to 1,000,000; addition, written work, columns of digits, columns of numbers larger than ten; subtraction, written work, the two cases; multiplication, written work- multiplier of one figure; division; Denominate Numbers continued; special attention to explanations, analysis, and the construction of practical problems.

Language.—Object and picture work, stories and memory selections continued and extended and made the basis of the following: word studies,—abbreviations, apostrophe, etc.; parts of speech,—noun, verb, adjective, adverb; exclamative sentence; paragraphing. Letter-writing systematically taught. Barnes's Short Studies. Studies of plants, animals, etc., according to season.

Geography.—Home Geography—the horizon, school-room, building and grounds, adjacent streets, city and vicinity, with maps; natural divisions of land and water as observed in the neighborhood of Ypsilanti, and their representation in map and model. Apparent motions of the sun during the year observed, described, and represented; natural phenomena having geographical bearing, (changes in temperature, winds, etc.,) observed and described. The world as a whole with globe; chief divisions of land and water with globe and maps of hemispheres.

General Lessons.—Work of previous grades continued; health—foods, etc.

FOURTH GRADE.

Reading.—Third Reader, one or more books; special drills on lists of words difficult to pronounce; phonics and diacritical marks. Supplementary Reading.

Spelling.—As before.

Penmanship.—Work of third grade continued and extended; paragraph and stanza writing; special attention to the making of figures, marks of punctuation, etc.

Drawing and Manual Work.—Division of angles; the equilateral triangle, hexagon, octagon, pentagon, from models; applications to flat ornaments and drawing faces of objects; construction, and elements of color continued.

Music.—Extension of work of third grade; Reader No. 2; charts, new second series.

Arithmetic.—Written Arithmetic,—text-book used by the children. Notation and numeration through three periods; applications of addition and subtraction—proofs; multiplication—multiplier two or more figures; long division; fractions; tables of measures and weights; explanations and practical problems; Roman notation to M; review of year's work.

Language.—Work of third grade continued and extended—plants and animals, etc.; all parts of speech with definitions; oral and written abstracts of reading lessons and stories; rules for capitals and punctuation; formation of plurals; letter writing and original compositions; book continued.

Geography.—The form of the earth and its representation by a globe; names and position of leading divisions of land and water on the globe

with reference to Ypsilanti; division of the earth into hemispheres, and representation upon hemisphere maps; location of continents, oceans, etc., upon globe and hemisphere maps; detailed study of the grand divisions, the oceans, and the United States and Michigan; representation throughout the course by map and model. Advanced Home Geography. Detailed study with representation by map and model of Ypsilanti and neighborhood. Observation, description, and representation of apparent motions of sun, moon and leading constellations; observation and description of natural phenomena having geographical bearing, and their application to elementary lessons in general physical geography.

General Lessons.—Hygiene continued; oral lessons in physiology.

GRAMMAR GRADES.

FIFTH GRADE.

Reading.—Fourth Reader—first half; outside selections—individuals reading before the class; use of dictionary taught and required; word drills; elocution—individual and concert rendering of sentences containing words and combinations difficult to articulate; supplementary work.

Spelling.—As before; words and sentences from the reading lessons and other text-books.

Penmanship.—Work of fourth grade continued; movement and rapidity stimulated; business forms—notes, receipts, letters, etc.

Drawing and Manual Work.—The circle and its parts—application to flat ornament; curves derived from the circle; geometrical ornament on basis of preceding plane figures; free ornament based on curves and conventionalized natural forms; the ellipse, the oval, and the spiral—application to flat ornament; elevations of objects; construction, and elements of color continued; exercises in coloring.

Music.—Same as fourth grade; two-part songs; Reader No. 2.

Arithmetic.—"Practical Arithmetic" begun; notation and numeration; the fundamental operations with integers and decimals.

Language.—The sentence—elements and their modifications; correction of errors; exercises in criticism; manuscript work—abstracts from memory, simple narratives, composition and letter writing.

Geography.—Mathematical and physical; world—hemispheres; New World studies—North America and its political divisions in general; United States entire—eastern and middle sections in detail; map drawing—North America, United States as a whole, and the sections as studied.

General Lessons.—Elementary Sciences—the work of the grade being divided into four parts and presented in consecutive quarters, viz: 1st quarter, Zoölogy; 2d quarter, Physiology and Hygiene; 3d quarter, Natural Philosophy; 4th quarter, Botany.

SIXTH GRADE.

Reading.—Fourth Reader completed; attention to reading for the thought; individual readings, word drills, and elocutionary work as in fifth grade.

Spelling.—Continued as before.

Penmanship.—Previous work reviewed and extended; formal analysis of letters—comparative heights and widths.

Drawing and Manual Work.—Drawing from straight-line solids and objects; construction, ornament and coloring continued.

Music.—Reader No. 3.

Arithmetic.—Multiples and measures; common fractions; compound numbers.

Language.—Classes of words; the sentence—phrase and clause modifiers, their expansion and contraction, showing equivalence; elements—object and attribute complements; classification of sentences by use and structure; simple analysis with formula. Syntax—formula for parsing; rules and illustrative examples required, with applications to false syntax. Synoptical reviews of the sentence and parts of speech. Manuscript work—letter writing, composition from outlines.

Geography.—United States—southern, central and western sections with the territories; Mexico, Central America, West Indies; South America; map drawing of each division as studied—the drawing of maps, free-hand and from memory on blackboard and on paper, is made a prominent feature; review of work of fifth and sixth grades by means of map drawing.

General Lessons.—Work of two previous grades continued and extended; stimulants and narcotics; use of book.

SEVENTH GRADE.

Reading.—Fifth Reader, first half; work of fifth and sixth grades continued and extended; supplementary work.

Spelling.—Same as previous grades; paragraph dictation.

Penmanship.—Work of preceding grades continued and extended.

Drawing and Manual Work.—Drawing from curve-line solids and objects; ornament, construction, and coloring continued and extended; elementary exercises in drawing plastic ornaments from casts; clay-modeling; elements of mechanical drawing.

Music.—Same as sixth grade; three-part songs; Reader No. 3.

Arithmetic.—Percentage and applications—profit and loss, commission and brokerage, insurance, taxes and duties, interest and discount; algebraic methods encouraged in percentage.

Geometry.—One lesson a week. Geometrical forms with examples in mensuration from the arithmetic.

Language.—Analysis with diagrams—simple, complex, compound sentences; objective complement; independent words and phrases; parts of speech—participles, infinitives, conjunctive adverbs; parsing—oral and written; manuscript work—capitals, pronunciation, order of arrangement, composition and letter writing.

Geography.—Old World studies—Europe, Asia, Polynesia, Africa; reviews; map drawing as before, and with slated globe.

General Lessons.—Work of previous grade continued and extended.

EIGHTH GRADE.

Reading.—Fifth Reader completed; general and special work as in the three preceding grades; supplementary reading—selections from standard authors, as The Ancient Mariner, Canto VI. of Marmion, The Sketch Book, etc.

Penmanship.—Same as preceding grades

Drawing and Manual Work.—Drawing groups of solids and objects; elements of perspective; construction, ornament, coloring, work from casts, modeling and mechanical drawing continued; principles of ornamental design; elements of orthographic projection.

NOTE.—In all the grades these exercises are conducted on the principle of imitation, invention, dictation, and memory.

Music.—Same as preceding grades; four-part songs; Pease's Singing Book.

Algebra.—The four operations; simple equations with one unknown quantity.

Arithmetic.—Involution and evolution, and miscellaneous examples using algebraic methods.

Geometry.—Book I, without text-book.

Language.—Analysis, diagrams and parsing continued; subdivision and modification of parts of speech; classification of connectives; special use of words; irregular verbs; rules for spelling; capitals, punctuation; manuscript work—written class work, composition and letter writing.

Geography.—First half year. General Review; special review of United States and Michigan; railroad and commercial geography; map drawing as before.

U. S. History.—Last half year. Topical studies in discoveries, settlement and colonization, wars, institutions, development

General Lessons.—Work of previous grade continued; meteorology and astronomy—atmosphere and solar system.

NINTH GRADE WORK.

ENGLISH AND SCIENTIFIC COURSE.

Reading—English classics throughout the year.
Mathematics—Arithmetic, first term; Algebra, second term.
Vocal Music, first term.
Physiology, first term.
English Grammar, second term.
U. S. History, second term.

CLASSICAL COURSE.

Latin or German throughout the year.
Mathematics—Arithmetic, first term; Algebra, second term.
English Grammar, first term.
U. S. History, first term.
Vocal Music, second term.
Physiology, second term.

THE NORMAL CONSERVATORY OF MUSIC.

The regular twenty weeks' course in vocal music is sufficiently extended and thorough to prepare teachers to give the elementary instruction usually required in this subject in the public schools. The Course in Music (see Courses of Study) offers opportunities for those who wish to specialize in this direction to make still further advancement, without cost for tuition. To this point, free musical instruction is offered in regular Normal School classes.

There is, however, a considerable demand for teachers expert with some musical instrument, and of still more advanced acquirements in vocal music. Such students, who desire to go further in the study of vocal music, or to learn instrumental music, are also provided for at the Conservatory, but such instruction must be paid for by the pupil receiving it. For the purpose of meeting the needs of such, four Conservatory Courses are prescribed.

Still another class of students desire individual lessons for the voice or upon some instrument, but do not wish to follow a definite and extended course. The needs of these are also provided for, and their special musical instruction is also at their own cost. The terms for individual lessons and the requirements of the Conservatory Courses, are given in a circular which will be mailed upon request made to Frederic H. Pease, Director. Instrumental music is accepted as a regular study in the Music Course. (See Music Course.)

All students in the Conservatory are required to pay the regular entrance fee of five dollars at the beginning of each half-yearly term.

The following list shows the names of those taking special private instruction in music in the Conservatory. The names of those who are engaged in the regular Normal Music Course are indicated in the general catalogue of names headed "Names of Students."

Many students not in the Special Music Course, pursue Voice Culture, Harmony, Literature of Music, etc., in the regular Normal classes. These are not separately enrolled in the Register.

STUDENTS IN THE CONSERVATORY

VOCAL STUDIES.

Name.	Residence.
Ashton, Flora M.	Traverse City.
*Babcock, Nora L.	Ypsilanti.
Bassett, Florence L.	Dowagiac.
Barnard, Martha	Ypsilanti.
Beach, Kathreen	Kalamazoo.
Bush, Isabel A.	Battle Creek.
Bowlson, Mary L.	Negaunee.
Cowles, Zetta L.	Ypsilanti.
Crawford, Sara Lizzie	Novi.
Cannon, Emma	Byron.
Cornwell, Genevieve	Ann Arbor.
Cowgill, Pearl A.	Dassopolis.
Drew, Clara	Ypsilanti.
Dunsmoor, Pearl J.	South Lyon.
Dodge, Jean W.	Ypsilanti.
Putnam, Imogene	Monroeville, Ind.
Everett, Florence	Ypsilanti.
Fisk, Lucia	Ypsilanti.
Gifford, Josephine	Negaunee.
Harrison, Oscar	Harrison, Tex.
Hall, [illegible]	Lake Linden.
Harlow, Lena	Dowagiac.
Hallett, Harriet S.	Centreville.
Hutchings, Clara	Lake City.
Hutchin, Virginia	Amherst.
Howe, Stella	Dowagiac.

*[illegible]

NAME.	RESIDENCE.
Hunt, Edith J.	Bell Branch.
Holt, Jessie	Dewitt.
Hinkley, Edward J.	Ypsilanti.
Ingersoll, Louise	Dundee.
Kingan, Mary	Tecumseh.
Latson, Mary E.	Edwardsburg.
Miller, Bertha	Lexington.
McKenzie, Tessie	Negaunee.
McKenzie, Kathleen	Negaunee.
McKenzie, Claude	Negaunee.
Mauzy, Grace	Manistee.
McCarthy, Annie	Beacon.
Maynard, Grace	Ypsilanti.
Norgate, Frances	Duplain.
Nichols, Henry H.	Byron.
Oberst, Kathreen	Ypsilanti.
Osband, Meda L.	Ypsilanti.
Parsons, Lovina	Ypsilanti.
Parsons, Gertrude	Ypsilanti.
Pease, Ruth C.	Ypsilanti.
Pawson, Jennie	Ypsilanti.
Rowley, Adeline W.	Ypsilanti.
Riopelle, Nellie	Champion.
Stuart, Mary Belle	Schoolcraft.
Slayton, Jennie	Dundee.
Sheldon, Florence E.	Blissfield.
Swift, Mary E.	Battle Creek.
Shearer, Mary	Jackson.
Swift, James M.	Fall River, Mass.
Stevens, Grace B.	Ypsilanti.
Towner, Carrie	Ypsilanti.
Venning, Alice	Ypsilanti.
Vogt, Fannie	Richmond.
Van Buren, Carrie	Stockbridge.
Wisner, Ella May	Athens.
*Worden, Oriska	Marquette.
Zimmerman, Cornelia	Galien.

*Candidate for graduation in a Conservatory Course.

PIANO.

NAME.	RESIDENCE.
Allen, Mabel	Ypsilanti.
Allen, Charles E.	Hanover.
Atchison, Addie	Salem.
Bird, Mae	Dewitt.
Bissell, Allie	Ypsilanti.
Boulson, May	Negaunee.
Brisbin, Jean	LeGrande. Oreg.
Beach, Kathreen	Kalamazoo.
*Cheshire, Georgia	Ypsilanti.
Cross, Estella	Saline.
Doane, Webb	Ypsilanti.
Dodge, John W.	Ypsilanti.
*Dickinson, Mary	Ypsilanti.
*Damon, Avonia	Ypsilanti.
*Day, Bertha M.	Hudson.
Davis, H. W.	Bostwick.
Dunham, Imogene	Monticello, Iowa.
Fenner, Minnie	Portland.
Gay, Bertha	Ypsilanti.
Griggs, Ida	Saginaw.
Gaffney, Josephine	Negaunee.
Gibson, Gertrude	Constantine.
Gibson, Frances	Constantine.
Hitchcock, Carrie	Cass City.
Harlow, Lela	Coldwater.
Humphrey, Sara	Cheboygan.
Hale, Chas. L.	Meridian.
Holt, Jessie	Dewitt.
Holmes, Estelle	Caseville.
Howe, Sophie	Coldwater.
Ingersoll, Louise	Dundee.
Jacobson, Maurice	Reed City.
Lowden, Alice	Ypsilanti.
Lambie, Eunice M.	Ypsilanti.
Laubcher, Kittie	Carleton.

*Candidate for graduation in a Conservatory Course.

NAME.	RESIDENCE.
Murray, Mildred	Ypsilanti.
Mallory, Hattie	Reading.
McCarthy, Annie	Beacon.
Mensing, Minnie	Francisco.
McKenzie, Tessie B.	Negaunee.
Miller, Bertha	Lexington.
McKenzie, Kathleen	Negaunee.
McDonald, Della	White Pigeon.
McDonald, Meda	White Pigeon.
McDonald, Metta	White Pigeon.
Northrup, Lottie	Hartford.
Overholt, Lottie	Fulton.
Parsons, Gertrude	Ypsilanti.
Rouse, Ellen A.	Sioux Falls, S. D.
Slayton, Jennie	Dundee.
Savery, Katharine	Ypsilanti.
Shaw, Merry L.	Ypsilanti.
Thomas, Jennie	Middleville.
Van Buren, Carrie	Stockbridge.
Wallin, Winifred	Northville.
Wisner, Ella May	Athens.
Wiard, Grace	Ypsilanti.
Woodruff, Eleanor	Ypsilanti.
Worden, Oriska	Marquette.
Wood, Chas. L.	Quincy.
Venning, Alice	Ypsilanti.

ORGAN.

Dickinson, Mary A.	Ypsilanti.
Day, Bertha	Hudson.
Dansingburg, Fred J.	Stony Creek.
Grant, Jennie	Traverse City.
Gangnuss, Henry	Brighton.
Glass, Mrs. E. M.	Wayne.
Hudson, Thirza	Detroit.
Hale, Chas.	Meridian.
McKenzie, Kathleen	Negaunee.

NAME.	RESIDENCE.
Rouse, Ellen A.	Sioux Falls, S. D.
Savery, Katharine	Ypsilanti.
Smith, Chas. H.	Chicago.
*Wilber, Minnie	Ypsilanti.

VIOLIN.

Brisbin, Jean	LeGrande, Oreg.
Mensing, Minnie	Francisco.
*Owen, Abba E.	Ypsilanti.

*Candidate for graduation in a Conservatory Course.

NAMES OF STUDENTS.

FIRST YEAR AND NINTH GRADE.

NAME.	COURSE.	RESIDENCE.
Aitken, Lillie Eva	9th Gr.	Zion.
Allen, Elmer C.	5 yr. Cer.	Ypsilanti.
Arnot, Myra	Kindergarten.	Lexington.
Aiston, Robt. T.	Eng. Lat.	Azalia.
Armstrong, Edwin T.	Scientific.	Adrian.
Allen, Ella Mabel	9th Gr.	Ypsilanti.
Appling, Charles E.	Eng. Lat.	Bell Branch.
Atchison, Addie	5 yr. Cer.	Salem.
Atchison, Russell	5 yr. Cer.	Salem.
Berner, Louise D.	5 yr. Cer.	Luther.
Bushnell, Edna	5 yr. Cer.	Ypsilanti.
Barney, Lottie	Kindergarten.	Carson City.
Bennett, Addie T.	5 yr. Cer.	Ann Arbor.
Barnum, Ada	5 yr. Cer.	Schoolcraft.
Burt, George Words	5 yr. Cer.	Sand Hill.
Begole, Philip D.	5 yr. Cer.	Ypsilanti.
Burd, Walter H.	5 yr. Cer.	Hastings.
Block, Wm. H.	5 yr. Cer.	Whitford Centre.
Buck, Lena H.	Mus.	Charlotte.
Bommerscheim, Nellie	Mus.	Three Oaks.
Begole, Delancy	5 yr. Cer.	Ypsilanti.
Blue, Ella	Mus.	Ypsilanti.
Burt, Jessie S.	5 yr. Cer.	Sand Hill.
Bray, Bert H.	5 yr. Cer.	Ypsilanti.
Ball, Alice Helen	9th Gr.	Hamburg.
Baker, Georgiana	5 yr. Cer.	Tecumseh.
Brown, Lizzie M.	9th Gr.	Flushing.

NAME.	COURSE.	RESIDENCE.
Braley, Jessie E.	5 yr. Cer.	Plainfield.
Benedict, Ada M.	Eng. Ger.	Wacousta.
Beach, Thirza	Lit. Sci.	Smith Creek.
Brown, Forest B. H.	9th Gr.	Ypsilanti.
Bibbins, Carrie E.	5 yr. Cer.	Whittaker.
Beach, Katharine L.	Sp. Mus.	Kalamazoo.
Buek, Robt. B. A.	Sh. Ger.	Brighton.
Bennett, Vernon S.	Lit. Sci.	Fenton.
Burke, Rose Ellen	9th Gr.	Ann Arbor.
Browning, Alice	Lat. Ger.	E. Cohoctah.
Bertram, Gustave	9th Gr.	Ypsilanti.
Barton, Inez	Kindergarten.	Harbor Springs.
Babbitt, Nancy P.	9th Gr.	Ypsilanti.
Beard, Myron E.	Eng. Lat.	Morrice.
Burnett, Fred A.	Eng. Lat.	Salem.
Baldwin, Geo. W.	Eng. Cer.	Trist.
Becker, George	5 yr. Cer.	Somerset Centre.
Baldwin, Wm. H.	Eng. Ger.	Grass Lake.
Byron, Elnette	Kindergarten.	Saulte Ste. Marie.
Boyle, Eliza	5 yr. Cer.	Shelbyville.
Blanchard, Henry A.	Eng. Lat.	Elmira.
Bates, Wm. H.	Lit. Sci.	Frankfort.
Bockheim, Carrie	Sh. Ger.	Detroit.
Baldwin, Madison G.	5 yr. Cer.	Toledo, O.
Clark, James	Eng. Lat.	Milan.
Cook, Moreland	5 yr. Cer.	Ypsilanti.
Cromie, Margaret	Eng. Fr.	Ypsilanti.
Cady, Clyde	5 yr. Cer.	Napoleon.
Campbell, Mrs. R. S.	Mus.	Hartsuff.
Corey, Bert L.	5 yr. Cer.	Bronson.
Coffman, Guvarie	Eng. Lat.	Coldwater.
Crittenden, Nettie	Mus.	Macon.
Conrad, Laura Eleanor	Eng. Ger.	Amber.
Cooley, Chas. Wm.	An. Cl.	Mt. Morris.
Cornwell, Grace	Kindergarten.	Napoleon.
Crittenden, Amy Irene	5 yr. Cer.	Ypsilanti.
Crittenden, Mary Alice	5 yr. Cer.	Ypsilanti.
Chapman, Almond B.	Sci.	So. Rockwood.

NAME.	COURSE.	RESIDENCE.
Chapman, Washington H.	Lit.	Rockwood.
Campbell, Jennie L.	5 yr. Cer.	Manchester.
Childs, Addie W.	5 yr. Cer.	Whittaker.
Childs, Edith M.	Lat. Ger.	Whittaker.
Conklin, Eva C.	5 yr. Cer.	Ypsilanti.
Cushing, Ernest W.	5 yr. Cer.	Dexter.
Case, Claudia B.	5 yr. Cer.	Pentecost.
Crozier, Nana C.	5 yr. Cer.	Ann Arbor.
Combs, Anna	5 yr. Cer.	Ypsilanti.
Caul, Myrta	Kindergarten.	Marcellus.
Cornwell, Cora Anna	9th Gr.	Ypsilanti.
Camburn, Carrie	5 yr. Cer.	Macon.
Camburn, Florence	5 yr. Cer.	Macon.
Clinton, Theresa C.	5 yr. Cer.	Greenfield.
Conley, John F.	5 yr. Cer.	Dexter.
Clark, May	Kindergarten.	Lexington.
Collins, Agnes J.	Kindergarten.	Macon.
Cross, Irving	5 yr. Cer.	Romulus.
Clinton, Sylvester O.	5 yr. Cer.	Greenfield.
Clinton, John B.	5 yr. Cer.	Greenfield.
Conklin, Nathaniel T.	Sci.	Hartley, Iowa.
Chambers, Wm. E.	9th Gr.	Ypsilanti.
Clydesdale, Emma	5 yr. Cer.	Fruitport.
Cope, Milo	5 yr. Cer.	Traverse City.
Crippen, Frank	5 yr. Cer.	Ypsilanti.
Carey, Wm. H. D.	Sci.	Falcon.
Cavanaugh, Alfonzo W.	5 yr. Cer.	London.
Diller, Horace S.	Sci.	Mt. Morris.
Disbrow, Cora	5 yr. Cer.	Laingsburg.
Dodge, Susan	Mod. Cl.	Ypsilanti.
DeCew, Evelyn K.	Eng. Ger.	Ypsilanti.
Diller, Morris	Sci.	Mt. Morris.
Duffield, John B.	Lit.	Detroit.
Daley, Hiram C.	An. Cl.	Shepardsville.
Davenport, Harrison	Eng. Lat.	York.
Dohany, Frank H.	5 yr. Cer.	Southfield.
Dunning, Edna A.	5 yr. Cer.	Beech.
Dunning, Harry E.	5 yr. Cer.	Beech.

NAME.	COURSE.	RESIDENCE.
Dodge, Alice Mary	Lit.	Republic.
DeVee, Adaliza	Kindergarten.	London.
Donaldson, Olie L.	Sci.	Saline.
Davis, Horton	5 yr. Cer.	Stony Creek.
Dunlap, F. Eugene	5 yr. Cer.	Whitmore Lake.
Dexter, Lucy	5 yr. Cer.	Ypsilanti.
Dexter, Mabel	9th Gr.	Milan.
Dexter, Annis C.	9th Gr.	Ypsilanti.
Daley, Jerry A.	5 yr. Cer.	Davison.
Deubel, Lynn C.	9th Gr.	Ypsilanti.
Drury, Clara L.	9th Gr.	Ypsilanti.
Diller, Herbert	9th Gr.	Mt. Morris.
Duffy, John	9th Gr.	Kensington.
Davis, Jennie Amina	5 yr. Cer.	Milford.
Elliott, Ina C.	Lat. Ger.	Ypsilanti.
Ellsworth, Daniel	5 yr. Cer.	Ypsilanti.
Earl, Bertha G.	5 yr. Cer.	Lyons.
Edson, Eugene F.	9th Gr.	Ypsilanti.
Elwell, Grace A.	Lit. Sci.	Leonard.
Ernest, Elizabeth M.	5 yr. Cer.	Zion.
Ellis, Bessie L	9th Gr.	Ypsilanti.
Fowler, Minnie W.	5 yr. Cer.	Flanders.
Fisher, Zilla M.	Kindergarten.	Redford.
Ferguson, Elbert W.	Eng. Lat.	Ypsilanti.
Fenton, Maggie	5 yr. Cer.	Amadore.
Flint, Maude Alice	5 yr. Cer.	Novi.
Fuller, Wm. C.	Lit. Sci.	Milan.
Forsythe, Lottie M.	5 yr. Cer.	York.
Fenner, Minnie A.	Sp. Mus.	Portland.
Foster, Anna Genevieve	Eng. Ger.	Clarkston.
Foley, Mary D.	5 yr. Cer.	St. Ignace.
Foster, Clara M.	5 yr. Cer.	Vicksburg.
Farmer, Arthur E.	Lit.	Walled Lake.
Ferguson, Hattie	5 yr. Cer.	Long Rapids.
Farwell, Nellie	Sp. Mus.	Ypsilanti.
Faist, Lizzie C.	Lit. Sci.	Hersey.
Gregory, Blanche	9th Gr.	White Pigeon.
Gardner, Ella M.	Lat. Ger.	Ypsilanti.

NAME.	COURSE.	RESIDENCE.
Gee, Mabel	5 yr. Cer.	Carleton.
Greene, Clarence W.	An. Cl.	Hadley.
Gillett, Emma A.	5 yr. Cer.	Maple.
Graves, George D.	5 yr. Cer.	Newaygo.
Genebach, George	5 yr. Cer.	Brooklyn.
Greenfield, Luella G.	Eng. Lat.	Athens.
Gates, Harriet J.	5 yr. Cer.	Liberty.
Green, Wm. Levi	5 yr. Cer.	No. Farmington.
Green, Wm. A.	5 yr. Cer.	Belleville.
Gould, Raymond R.	An. Cl.	Carson City.
Grant, Jennie M.	Kindergarten.	Traverse City.
Goodes, Fred W.	Sci.	St. Johns.
Hazen, May	9th Gr.	Ypsilanti.
Harmon, Theron A.	Eng. Lat.	Plymouth.
Holloway, Carrie A.	5 yr. Cer.	Rome Centre.
Holbrook, Lemuel G.	An. Cl.	Duplain.
Harrison, Lillian M.	5 yr. Cer.	Monroe.
Herrick, Lulu May	5 yr. Cer.	Elm.
Hunt, Edith D.	Lit. Sci.	Bell Branch.
Hudson, Thirza J.	Lat. Ger.	Detroit.
Halstead, Carrie	5 yr. Cer.	Traverse City.
Hall, Edward J.	Sci.	Central Mine.
Hinkson, Marguerite	5 yr. Cer.	Amadore.
Hinman, Georgia A.	5 yr. Cer.	Ypsilanti.
Harris, John B.	Sci.	Stony Creek.
Hanford, May E.	Lit.	Plymouth.
Hall, Minnie O.	Eng. Lat.	Duplain.
Hastings, Jennie M.	9th Gr.	Ypsilanti.
Haley, Ralph D.	5 yr. Cer.	So. Rockwood
Harris, John J	9th Gr.	Ypsilanti.
Hughsom, Lizzie	Kindergarten.	Clarksville.
Holmes, Bertha A.	5 yr. Cer.	Caseville.
Hutchins, Lou R.	5 yr. Cer.	Casnovia.
Hunter, Linford	5 yr. Cer.	Clinton.
Harwick, Clarence A.	5 yr. Cer.	Morocco.
Johnson, Frank A.	9th Gr.	Ypsilanti.
Jones, Vada M.	Eng. Lat.	Ypsilanti.
Johnson, Elva L.	Lat. Ger.	Athens.

NAME.	COURSE.	RESIDENCE.
Johnson, Edith M.	Eng. Ger.	Saline.
Jewett, Don C.	5 yr. Cer.	Ypsilanti.
Jones, Mary K.	Lit. Sci.	Jackson.
Johnson, Cora Ethel	5 yr. Cer.	Carlton.
Jacobson, Maurice	5 yr. Cer.	Reed City.
Kellogg, Lea	5 yr. Cer.	Strickland.
Kelly, Joseph	5 yr. Cer.	Ubly.
Kerr, Edwin D.	5 yr. Cer.	Springville.
Kerr, Maud B.	Sp.	Somerset Centre.
Kirkpatrick, Amy	Kindergarten.	Hubbardston.
Kerr, Robt. Bruce	Sp.	Somerset Centre.
Kerr, Pearl	Sp.	Somerset Centre.
Kelly, Lewis C.	5 yr. Cer.	Ypsilanti.
Kidder, Carrie B.	Eng. Ger.	Reading.
Knibloe, Jessie F.	Sp.	Wauseon, O.
King, Mary E.	Sp.	Coldwater.
Kropscott, Grace	Eng. Lat.	Overisel.
Kishpaugh, Wm. A.	Lit.	Seymour Lake.
Kyle, Wm.	Lit. Sci.	No. Farmington.
Kropscott, Lee	5 yr. Cer.	Overisel.
Lawrence, Hattie K.	Sp.	Ypsilanti.
Lawrence, Joseph Don	9th Gr.	Ypsilanti.
Lathers, Sara E.	5 yr. Cer.	E. Nankin.
LaDu, Georgia	5 yr. Cer.	Coral.
Lapham, Maude E.	5 yr. Cer.	Manchester.
Lathers, Adelbert E.	Eng. Lat.	Inksters.
Lenhart, Emma	5 yr. Cer.	Bridgman.
Lewis, Wm. H.	5 yr. Cer.	Ypsilanti.
Livingston, Chas. D.	Lat. Ger.	Bowne.
Loomis, Chester B.	9th Gr.	Ypsilanti.
Livingston, Jennie	Lat. Ger.	Bowne Centre.
Loud, Bessie A.	Sp.	Au Sable.
Lenhart, Louise	5 yr. Cer.	Bridgman.
Luse, Arthur	5 yr. Cer.	Coldwater.
Laubcher, Kittie	Mus.	Carlton.
Lowden, Alice M.	Mus.	Ypsilanti.
Mallery, Hattie	Sp. Mus.	Reading.
Markham, Jessie E.	5 yr. Cer.	Jackson.

NAME.	COURSE.	RESIDENCE.
Mallison, Leona B.	5 yr. Cer.	Ferry.
Maxwell, Isabella B.	5 yr. Cer.	Detroit.
Marshall, May C.	9th Gr.	Ypsilanti.
Marsh, Stanley	9th Gr.	Gregory.
Maybee, Frank C.	Lit.	Lacota.
Marvin, John R.	An. Cl.	Hartland.
Marvin, Fred	Lit. Sci.	Hartland.
Marvin, Maude	5 yr. Cer.	Hartland.
Marvin, Metta	5 yr. Cer.	Hartland.
Mills, Marilla Irene	5 yr. Cer.	River Raisin.
Mast, Samuel O.	5 yr. Cer.	Emery.
Miller, George	5 yr. Cer.	Tecumseh.
Maynard, Gracia	Mus.	Ypsilanti.
Marvin, Arthur F.	5 yr. Cer.	Marvin.
Moore, Ira M.	Eng. Lat.	Edgarton.
Malloy, Ollie	5 yr. Cer.	Kendall.
Mead, Eleanor	5 yr. Cer.	Tecumseh.
Mead, Grace	5 yr. Cer.	Reading.
Metcalf, Jennie	Lit.	Ubly.
Mitchell, Emma E.	5 yr. Cer.	Roseburg.
Millard, Emma L.	Lit. Sci.	Hersey.
Mickel, Chas.	5 yr. Cer.	Ceresco.
Miller, Frank D.	Sci.	Tekonsha.
Miller, Kate	5 yr. Cer.	Vicksburg.
Moore, Alice E.	Lit.	Ypsilanti.
Morris, Euen H.	Lit. Sci.	Grape.
Monroe, Susie E.	Lit. Sci	Port Huron.
Moore, Minnie A.	Lit. Sci.	So. Butler.
Morris, Mila E.	Lit.	Romulus.
Morris, Jennie E.	Lit.	Romulus.
McGregor, May	Lit.	Milan.
Moore, Filina A.	Lit.	Detroit.
Moore, Fannie B.	Lit.	Detroit.
Morgan, Minnie	5 yr. Cer.	Dundee.
Moore, Grace	Eng. Ger.	Ypsilanti.
McAlpine, Schuyler C.	Lit. Sci.	Dowagiac.
McCracken, Nellie	5 yr. Cer.	Farmington.
McKinney, Wm. H.	Lit.	Fremont, Ind.

NAME.	COURSE.	RESIDENCE.
McCracken, Arthur	5 yr. Cer.	Farmington.
McCaughna, Archibald	5 yr. Cer.	Byron.
McCarthy, Anna	Mus.	Beacon.
McMaster, Jennett	9th Gr.	Toronto, C. W.
McDonald, Meda	Kindergarten.	White Pigeon.
McDonald, Della	Kindergarten.	White Pigeon.
McDonough, Mary J.	Sp.	Ypsilanti.
McCullough, Lewis C.	5 yr. Cer.	Shepardsville.
McDonough, Margaret	M. Cl.	Shepardsville.
McMullen, Clara	Mus.	York.
Nichols, Dollie	Eng. Ger.	Fowlerville.
Noakes, Anna C.	Mod. Cl.	Monroe.
Nelson, Eugene	5 yr. Cer.	Salem.
Nelson, Charles	5 yr. Cer.	Salem.
Noble, Hugh M.	Lit. Sci.	Jeddo.
Northrup, Lottie	5 yr. Cer.	Hartford.
Norton, Fred L.	Sci.	Trenton.
Norton, Raymond	Eng. Lat.	Parkville.
Northrup, Gertrude L.	5 yr. Cer.	Ogdensburgh, N. Y.
O'Neill, Chas.	5 yr. Cer.	Hubbardston.
Orchardson, Flora Mabel	5 yr. Cer.	Spring Lake.
Overholt, Lottie	Mus.	Fulton.
Oberst, Kathreen	Mus.	Ypsilanti.
Osgood, Jennie	Kindergarten.	Ridgeway.
Olcott, Emma L.	Sh. Ger.	Ypsilanti.
Osborn, Romeo E.	9th Gr.	Dowagiac.
O'Brien, Frank	5 yr. Cer.	So. Lyon.
Pawson, Jennie M.	5 yr. Cer.	Ypsilanti.
Pratt, Maude E.	Lit.	Oviatt.
Page, Reba	5 yr. Cer.	Ypsilanti.
Palmer, Guy R.	Eng. Lat.	Potterville.
Phelps, Lee	5 yr. Cer.	Thornville.
Packard, Donna B.	5 yr. Cer.	Salem Station.
Parks, Frank W.	5 yr. Cer.	Battle Creek.
Peoples, Lizzie L.	5 yr. Cer.	Edmore.
Pease, Ruth C.	Mus.	Ypsilanti.
Preston, Carrie M.	Lit. Sci.	Tipton.
Preston, Bessie M.	5 yr. Cer.	Tipton.

NAME.	COURSE.	RESIDENCE.
Peschman, Sophia M.	5 yr. Cer.	Grand Rapids.
Peterson, Frank	Lit.	Brooklyn.
Phillips, Hettie	Mus.	Ypsilanti.
Phillips, Hattie	Mus.	Ypsilanti.
Purdy, Carrie	Lit. Sci.	Morrice.
Pierce, Harry Ellis	5 yr. Cer.	Bell Branch.
Pitts, George A.	Eng. Lat.	Fenton.
Pittard, Lulu	Eng. Lat.	Amber.
Phillips, Mabelle	Eng. Fr.	Kalamazoo.
Pomeroy, Louise	9th Gr.	Ypsilanti.
Pomeroy, Anna May	Eng. Ger.	Ypsilanti.
Purdy, Thirza Nellie	5 yr. Cer.	Fowlerville.
Pulver, Lulu	5 yr. Cer.	Ypsilanti.
Pulver, Bessie	Lit.	Ypsilanti.
Quackenbush, Alice M.	5 yr. Cer.	Ypsilanti.
Radford, Chas.	5 yr. Cer.	Dansville.
Ready, William	5 yr. Cer.	Carleton.
Rosa, Rankin	5 yr. Cer.	Follmer, O.
Robbins, Ama E.	5 yr. Cer.	Lansing.
Rankin, Cora	5 yr. Cer.	Follmer, O.
Richards, May U.	9th Gr.	Ypsilanti.
Rowley, Dewitt Ray	Eng. Ger.	Ypsilanti.
Rogers, Ola May	5 yr. Cer.	Saline.
Rouse, Ellen A.	Mus.	Saline.
Rogers, Laban	Lit.	Rogersville.
Rowe, Anna R.	Lit.	Rawsonville.
Reed, Ruby	Kindergarten.	Hubbardston.
Russell, Earl L.	Lat. Ger.	Rollo.
Rhoades, Ernest D.	Lit. Sci.	Saline.
Rhoades, Earl N.	5 yr. Cer.	Saline.
Rogers, Chas.	5 yr. Cer.	Saline.
Rogers, Agnes	5 yr. Cer.	So. Butler.
Ross, Belle	Lat. Ger.	Ypsilanti.
Rudesill, Hattie	5 yr. Cer.	Addison.
Smith, Alberta A.	5 yr. Cer.	Ypsilanti.
Smith, Mildred S.	9th Gr.	Ypsilanti.
Schlichter, Ephraim	Eng. Lat.	Burnside.
Shaw, Merry L.	Eng. Lat.	Ypsilanti.

NAME.	COURSE.	RESIDENCE.
Smiley, Emma	5 yr. Cer.	Marshall.
Savery, Katharine R.	Mus.	Ypsilanti.
Sanford, Beryl M.	Mus.	Ypsilanti.
Sayles, Edith M.	Lit. Sci.	Plymouth.
Straight, Eunice	Eng. Lat.	Coldwater.
Straight, Bertha	Lit. Sci.	Coldwater.
Strang, Eugene	Sci.	Ypsilanti.
Steves, George H.	5 yr. Cer.	Brooklyn.
Sage, Grace M.	5 yr. Cer.	Macon.
Stall, Florence	5 yr. Cer.	Liberty.
Straight, Henry E.	Lit. Sci.	Coldwater.
Stevens, Grace B.	Sp. Mus.	Ypsilanti.
Sherman, George E.	An. Cl.	Ypsilanti.
Sterling, Katharine M.	Eng. Ger.	Ludington.
Spencer, Nellie	5 yr. Cer.	Brant.
Sweet, Chas. S.	5 yr. Cer.	Ypsilanti.
Stephenson, Georgia A.	Lit.	Ypsilanti.
Servis, Mattie E.	5 yr. Cer.	Otisville.
Seeley, Estelle May	5 yr. Cer.	Pontiac.
Shepard, Louis O.	Lit.	Ypsilanti.
Sherman, Gertrude	5 yr. Cer.	Ovid.
Severance, Clara C.	Eng. Ger.	So. Lyon.
Steele, Ruth Mae	Kindergarten.	Gratton.
Selleck, Estelle	5 yr. Cer.	Rogersville.
Snell, Alice Adele	Kindergarten.	London.
Schlee, Julia	5 yr. Cer.	Ann Arbor.
Smith, Emma Lozette	Kindergarten.	Sylvania.
Swift, Mary E.	Sp. Mus.	Battle Creek.
Siegle, Frank	5 yr. Cer.	Ypsilanti.
Sloan, Henry Frank	5 yr. Cer.	Ypsilanti.
Spokes, Agnes M.	5 yr. Cer.	Norvell.
Stokes, Belle	5 yr. Cer.	Mulliken.
Scoville, Eugene	5 yr. Cer.	Clarkville.
Sisson, Perry L.	5 yr. Cer.	Imlay City.
Sturdevant, Minnie	5 yr. Cer.	Grand Ledge.
Stuart, Mary Marguerite	5 yr. Cer.	Herring Lake.
Travis, Mary L.	Eng. Lat.	Climax.
Trefry, Arthur	Sci.	Winfield.

NAME.	COURSE.	RESIDENCE.
Tenny, Loe Edith	Kindergarten.	Millington.
Treat, Alice Emma	5 yr. Cer.	W. Windsor.
Tedman, Grace M.	Kindergarten.	Dixboro.
Tupper, Inez Elrose	9th Gr.	Ypsilanti.
Tuttle, Laura Helen	M. Cl.	Ypsilanti.
Trude, Eva	5 yr. Cer.	Greenville.
Thayer, Lillie	5 yr. Cer.	Detroit.
Trump, Minnie Belle	5 yr. Cer.	Coldwater.
Taylor, T. Frank	5 yr. Cer.	Whitmore Lake.
Thompson, Jennie E.	Kindergarten.	Negaunee.
Thompson, John E.	Lat. Ger.	Negaunee.
Todd, S. Edith	5 yr. Cer.	Jeddo.
Tuttle, Kate M.	Kindergarten.	Kalamazoo.
Urban, Adelaide J.	Eng. Ger.	Blissfield.
Vandandaigue, Andrew	An. Cl.	Crystal Falls.
Vanneter, Merritt C.	Lat. Ger.	Williamston.
Van Cleve, Nathaniel W.	Lit. Sci.	Ypsilanti.
Vanhyning, Jane C.	5 yr. Cer.	Fredonia, Ks.
Van Zandt, Orpha	5 yr. Cer.	Spencer's Mills.
Warner, Geo. Gill	9th Gr.	Ypsilanti.
Wilson, Etta	5 yr. Cer.	Clare.
Wait, Herbert M.	5 yr. Cer.	Beech.
Warner, Alice A.	Sci.	Lee's Corners.
Warren, Edgar J.	5 yr. Cer.	Goodland.
Wallace, Henry M.	Eng. Lat.	Hartland.
Wallin, Winifred	M. Cl.	Northville.
Wadsworth, Fred	5 yr. Cer.	Petersburg.
Walworth, Irving L.	Eng. Lat.	Moscow.
Walworth, Edwin C.	Lit. Sci.	Moscow.
Wadsworth, Ellen	5 yr. Cer.	Whitford Centre.
Watson, Dwight G.	5 yr. Cer.	Lacota.
Waterbury, Chas. E.	5 yr. Cer.	Quincy.
Ward, Virgil M.	5 yr. Cer.	Stony Creek.
Whitwell, John	5 yr. Cer.	Jackson.
Warner, Mabel	Mus.	Ypsilanti.
Weilnau, Geo.	Sci.	Ida.
Woodward, Albert R.	5 yr. Cer.	Kinderhook.
Wetmore, Mary Rhoda	Lit. Sci.	Allegan.

NAME.	COURSE.	RESIDENCE.
Wheeler, Adelle	5 yr. Cer.	Vermontville.
Weston, Lizzie	9th Gr.	Plank Road.
Webb, Ottie May	5 yr. Cer.	Ypsilanti.
Wilcox, F. Eugene	Eng. Lat.	Addison.
Willetts, Effie Irene	Lit.	Amadore.
Whipple, Mabel F.	Lat. Ger.	Novi.
Wilson, Alice M.	Lat. Ger.	North Aurelius.
Whidden, John C.	5 yr. Cer.	Vassar.
White, Garrett O.	5 yr. Cer.	Ypsilanti.
Whitbeck, Lucius	5 yr. Cer.	Battle Creek.
Whitbeck, Albert J.	Eng. Ger.	Battle Creek.
Wood, Judson J.	Sci.	Grand Rapids.
Woolley, Anna E.	5 yr. Cer.	Midland.
Wylie Lettie	5 yr. Cer.	Pinckney.
Yott, Frank	5 yr. Cer.	Midland.
Young, Armenia	5 yr. Cer.	Dushville.
Young, Arthur	Lit.	Birmingham.

SECOND YEAR.

Allen, Jennie L.	5 yr. Cer.	Romulus.
Aitken, Elizabeth	5 yr. Cer.	Zion.
Aitken, Alice M.	5 yr. Cer.	Zion.
Briggs, Altavene M.	Sh. Ger.	Saline.
Barnum, Edna	Eng. Ger.	Ypsilanti.
Brown, Jessie	5 yr. Cer.	Hopkins.
Bowers, Dora	5 yr. Cer.	New Hudson.
Barber, Carrie Anna	Eng. Lat.	Richland.
Barker, Hattie	5 yr. Cer.	Morley.
Browning, Minnie	Eng. Ger.	Osceola Centre.
Boals, Florence R.	5 yr. Cer.	New Buffalo.
Beach, Belle	5 yr. Cer.	Orleans.
Bartlett, Winifred	Kindergarten.	Canton.
Bell, Jennie M.	5 yr. Cer.	Birmingham.
Bell, Anna	Eng. Fr.	Birmingham.
Benson, Arthur	Sh. Ger.	Morrice.
Barber, Sarah E.	5 yr. Cer.	Richland.

NAME.	COURSE.	RESIDENCE.
Cope, Cora E. Cobb	5 yr. Cer.	Marion.
Cope, Franklin L.	5 yr. Cer.	Meanwataka.
Capwell, Lettie L.	5 yr. Cer.	Grand Ledge.
Cowell, Alice M.	Sci.	Ypsilanti.
Colby, Rose	5 yr. Cer.	Ypsilanti.
Campbell, Mary Belle	Lat. Ger.	Martin.
Crippen, Carrie M.	Mus.	Ypsilanti.
Cramer, Wm. D.	Lit. Sci.	Sparta.
Conrad, Carl C.	Eng. Ger.	Brighton.
Crane, Edith M.	5 yr. Cer.	Shepardsville.
Carruthers, Grace S.	5 yr. Cer.	North Newburg.
Cook, Mira	5 yr. Cer.	Damon.
Cobb, Myron A.	Lit. Sci.	Ypsilanti.
Deane, Julia Agnes	M. Cl.	Oak Grove.
Diller, Harriet	Lat. Ger.	Mt. Morris.
Dawson, Marguerite W.	Lit. Sci.	Pontiac.
Dorgan, John C.	Lit. Sci.	Gobleville.
Davis, Wm. E.	5 yr. Cer.	Manton.
Drake, Bertha	Eng. Lat.	Weston.
Elwell, Effie G.	Lit. Sci.	Leonard.
Ellis, Harrietta Rosetta	Eng. Ger.	Ypsilanti.
Eldred, Edith M.	Lit. Sci.	Quincy.
Ewing, Isabel J.	Kindergarten.	Negaunee.
Eadus, Lillian	Eng. Lat.	Ypsilanti.
Ellsworth, Florence	Eng. Ger.	Ypsilanti.
Farwell, Oliver A.	Lat. Ger.	Ypsilanti.
Fox, Nettie A.	Lit.	Pike's Peak.
Foley, Jessie C. H.	Lat. Ger.	Ypsilanti.
Fiske, Lillian	Mus.	Ypsilanti.
Fisk, Mary J.	Lit. Sci.	Findlay, O.
Fuller, Anna Jessie	Kindergarten.	Caro.
Farnham, Jennie B.	Lat. Ger.	Ypsilanti.
Grant, Minnie	Eng. Lat.	Bayfield, Wis.
Garner, Mattie	5 yr. Cer.	White Lake.
Gore, Susan R.	Eng. Ger.	Ypsilanti.
Geoghan, Blanche	Sci.	Ypsilanti.
Galbraith, Nellie Irene	Lit. Sci.	Amadore.
George, Hattie Louise	Lat. Ger.	Ypsilanti.

Name.	Course.	Residence.
Galbraith, John C.	5 yr. Cer.	Port Huron.
Glass, Herbert	Sci.	Denton.
Gaffney, Josephine	Sp. Mus.	Negaunee.
Howe, Emery Dewitt	Lat. Ger.	Azalia.
Hopkins, Belle	5 yr. Cer.	Mendon.
Hemphill, Josephine	M. Cl.	Ypsilanti.
Holland, Rupert	5 yr. Cer.	Lyons, O.
Hay, Caroline M.	Lit. Sci.	Ypsilanti.
Harper, David M.	Lat. Ger.	Milford.
Haskins, Carrie A.	Kindergarten.	Bronson.
Holmes, Estelle	Lit.	Caseville.
Harwood, Lois	5 yr. Cer.	Ypsilanti.
Higgins, Jay P.	5 yr. Cer.	Dailey.
Harris, Grace L.	5 yr. Cer.	Cadillac.
Hood, Jennie C.	5 yr. Cer.	Detroit.
Hames, Ida M	Kindergarten.	Olivet.
Hutson, Agnes K.	Lit.	Calumet.
Johnson, Henry Elmer	Lit. Sci.	Saline.
Johnson, Thos Franklin	Sp.	Columbus, O.
Jones, Mina B	Lit. Sci.	Lowell.
Johnston Mary Grace	Sp.	Mayville.
Jenks, Katie M.	5 yr. Cer.	Ypsilanti.
Kane, Kate	5 yr. Cer.	New Boston.
Kelly, Daniel	Sp	Ubley.
Kelly, Margaret J	5 yr. Cer.	Ubley.
Kerry, Mary Alice	5 yr. Cer.	Chief.
Kelly, Patrick H	Sp	Waterviiet.
Kelb, Sarah	5 yr. Cer.	Union.
Kingsbury, Rose	5 yr. Cer.	Middlebury, Ind.
Kimball, Wm J	Sci	Ypsilanti.
Lapeer, Annie	5 yr. Cer.	Ypsilanti.
Langsdale, Isabella	Lit. Sci.	Detroit.
Lemon, Mary M	Kindergarten.	Three Rivers.
Leland, Isabella	5 yr. Cer.	Bridgewater.
Lewis, Lucy	5 yr. Cer.	Charlotte.
Light, Katie	5 yr. Cer.	Carpenter.
Lewis, Sarah J	Lat. Ger.	Norvell.
Lewis, Lewis	5 yr. Cer.	Milan.

NAME.	COURSE.	RESIDENCE.
Lynch, Alice E.	M. Cl.	Detroit.
Ludwig, Wm. A.	Eng. Lat.	Ypsilanti.
McLeod, John A.	Lit. Sci.	Denton.
Mackinder, Milo	5 yr. Cer.	Dansville.
Marvin, Albert Chas.	5 yr. Cer.	Azalia.
Martin, Myrtie L.	Kindergarten.	Vernon.
Milner, Lou	5 yr. Cer.	Stockbridge.
Mumby, Anna	5 yr. Cer.	Mendon.
McKay, Julia A.	Lit. Sci.	Carleton.
Murdock, Albert H.	5 yr. Cer.	Berne.
Monfort, Minnie	5 yr. Cer.	Mendon.
McFetridge, May E.	Kindergarten.	Ida.
McNicol, Jeanie	Lat. Ger.	Ypsilanti.
McDougall, Mary B.	5 yr. Cer.	Ypsilanti.
McCutcheon, Herbert	Eng. Lat.	Marysville.
Maguire, Joanna	5 yr. Cer.	Ypsilanti.
McMullen, Nettie	Sci.	York.
McDougall, Anna E.	Lit. Sci.	Ypsilanti.
Newcomb, Amy	Eng. Lat.	Marcellus.
Norgate, Frances A.	Kindergarten.	Duplain.
Norton, Chas. H.	Sci.	Hudson.
Orcutt, Rose Helen	M. Cl.	South Butler.
O'Connell, Nellie B.	5 yr. Cer.	Montague.
Paton, Henry W.	Lit. Sci.	Almont.
Parsons, Gertrude L.	Mus.	Ypsilanti.
Parks, Fred H.	5 yr. Cer.	Battle Creek.
Pattison, Flora	Eng. Ger.	Ypsilanti.
Parsons, Archie	Mus.	Ypsilanti.
Parsons, Chester G.	Mus.	Ypsilanti.
Parsons, Fred P.	Sh. Ger.	Ypsilanti.
Parker, Mary Adelaide	Lat. Ger.	Ypsilanti.
Padget, Libbie	5 yr. Cer.	Denton.
Peppiatt, Mary	5 yr. Cer.	Willis.
Pickett, Grace	5 yr. Cer.	Leslie.
Pickett, Lulu	Eng. Lat.	Leslie.
Peterson, Arthur W.	Lit. Sci.	Brooklyn.
Probst, Albert F.	Lit. Sci.	Union.
Post, Gardner A.	Eng. Lat.	Belmont.

NAME.	COURSE.	RESIDENCE.
Ross, Amabel	Sp. Mus.	Ypsilanti.
Remington, Mae	Eng. Ger.	Ypsilanti.
Remington, Edward S.	Sci.	Reading.
Rauch, Clifford H.	An. Cl.	Erie.
Richmond, John J.	5 yr. Cer.	Mt. Pleasant.
Rice, Louis A.	5 yr. Cer.	Ypsilanti.
Richart, Frances A.	5 yr. Cer.	Macon.
Russell, Iphigenia D.	Kindergarten.	Nottawa.
Rowley, Adelaide W.	Lat. Ger.	Ypsilanti.
Rickett, George S.	5 yr. Cer.	Brighton.
Rockwell, Jennie M.	Eng. Ger.	Negaunee.
Smith, Chas. E.	Sci.	Sand Hill.
Smith, Chas. L.	Lit. Sci.	Dushville.
Stone, Mary L.	Kindergarten.	Carson City.
Sill, Joseph	An. Cl.	Ypsilanti.
Southworth, Nora	5 yr. Cer.	Downington.
Snidecor, Jennie M.	M. Cl.	Ypsilanti.
Shankland, Minnie G.	Lit.	Ann Arbor.
Sanford, Mary Dalzell	5 yr. Cer.	Ore Hill, Conn.
Snook, Arza O.	Sci.	Breckenridge.
Sayre, Mabel A.	Kindergarten.	Canton.
Swaine, Florence L.	M. Cl.	Ypsilanti.
Sharp, Lucy D.	Lit. Sci.	Calkinsville.
Savage, Nettie M.	5 yr. Cer.	Cassopolis.
Shaw, Inez Philena	5 yr. Cer.	Litchfield.
Schermerhorn, Lizzie	Eng. Ger.	Reading.
Stewart, Nellie	5 yr. Cer.	Jeddo.
Severance, Lucy	5 yr. Cer.	Novi.
Sherman, Mildred A.	Kindergarten.	Cassopolis.
Stewart, Bert E.	5 yr. Cer.	Scofield.
Steele, Frank N.	Sci.	Farmington.
Seeley, Mary Ellen	5 yr. Cer.	Climax.
Smith, Nellie E.	An. Cl.	Ypsilanti.
Smith, Wm. A.	An. Cl.	Denton.
Smith, Burton Benj.	5 yr. Cer.	Okemos.
Smith, Frank C.	Mus.	Ypsilanti.
Stumpenhusen, Alma	Sh. Ger.	Rawsonville.
Taggart, Mary Agnes	5 yr. Cer.	Ionia.

NAME.	COURSE.	RESIDENCE.
Titus, Winnie A.	5 yr. Cer.	Fitchburg.
Thompson, Tinnie	5 yr. Cer.	Saranac.
Tower, Effie	Eng. Ger.	Grand View.
Torrey, Susie M.	5 yr. Cer.	Armada.
Tower, Ward	5 yr. Cer.	Grand View.
Tuttle, Lynn J.	Eng. Lat.	Ypsilanti.
Ulrich, Mamie	5 yr. Cer.	Ceresco
Vester, Wm. R.	5 yr. Cer.	Carleton.
Van Auken, Minnie LaVergne	Eng. Ger.	West Windsor
Voorhies, Herbert L.	Lit. Sci.	Hartland.
Vogt, Fannie	Sp. Mus.	Richmond.
Valentine, Belle	5 yr. Cer.	Cadillac.
Wait, Harry Hugh	Sci.	Beech.
Warner, Martha M.	5 yr. Cer.	Ypsilanti.
Waldorff, George	5 yr. Cer.	Dansville.
Waltz, Mabel	Eng. Ger.	Waltz.
Walsh, Millie	5 yr. Cer.	Bismarck.
Warner, Luna Adella	Lit. Sci.	Vermontville.
Waring, Chas. W.	An. Cl.	West Sebewa.
Wait, Perry L.	Lit. Sci.	Beech.
Weir, Cora	5 yr. Cer.	Austerlitz.
Weed, Millie	Eng. Lat.	Detroit.
Weed, Ethel M.	Eng. Lat.	Detroit.
Wellman, Tena	Kindergarten.	Okemos.
Wright, Will L.	Lit. Sci.	Carson City.
Williams, Grace B.	5 yr. Cer.	Kent City.
Wood, Mary Wilhelmina	5 yr. Cer.	Luther.
Young, Emma J.	5 yr. Cer.	Birmingham.
Yost, Jessie J.	5 yr. Cer.	Petersburg.
Zimmerman, Cornelia	Mus.	Galien.

THIRD YEAR.

The names of students taking a short course prescribed for gradnates of approved High Schools, are marked thus *.

Angevine, Frank Eugene	Cl.	Cadillac.
*Andrews, Nanie	5 yr. Cer.	Bismark.

NAME.	COUR-E.	RESIDENCE.
*Abair, Effie May	Eng. Ger.	Ludington.
Allen, Fannie Irene	Kindergarten.	Hanover.
Allen, Fred	5 yr. Cer.	Weston.
Arms, Ama Viola	Sh. Ger.	South Lyon.
*Abernathy, Eva Belle	5 yr. Cer.	Utica.
Atherton, Marvin M.	5 yr. Cer.	Sparta.
Allen, Eugenie	5 yr. Cer.	Milan.
Allison, Jessie Margaret	5 yr. Cer.	Reed City.
*Beeby, Daniel	An. Cl.	Sparta.
*Baker, Josephine	Kindergarten.	Lexington.
Button, Frances	Lit.	Ann Arbor.
Barber, Robert Elihu	5 yr. Cer.	Grand Rapids.
Buell, Bertha G.	Lit.	Little Prairie Ronde.
*Beeson, Otis J.	Lit.	Redfield.
Bennett, Phillip A.	Lit. Sci.	Ironwood.
Beal, Minnie	Eng. Ger.	Northville.
Brown, J. Ernest	Sci.	Fowlerville.
Brown, Clark Lester	5 yr. Cer.	Sparta.
Buck, Charlotte	5 yr. Cer.	Ypsilanti.
Bristol, Orin L.	5 yr. Cer.	Morrice.
Bellinger, Fred	5 yr. Cer.	Mt. Pleasant.
Blackburn, Hattie S.	5 yr. Cer.	Burlington.
Bassett, Edith Kate	5 yr. Cer.	Novi.
Boice, Ethelyn Lenore	5 yr. Cer.	Canton.
Baldwin, Carrie	5 yr. Cer.	Monroe.
Bentley, Bertha M.	Kindergarten.	Hastings.
Blue, Peter	Sci.	Montpelier, O.
Barnhart, Edwin A.	5 yr. Cer.	Benton Harbor.
Babbitt, Alice L.	Mus.	Ypsilanti.
Brown, Wells G.	Lit. Sci.	Breedsville.
*Bates, Fronia	Kindergarten.	Leoni.
Burt, Bertha B.	5 yr. Cer.	Concord.
Beurman, Eva Ella	Sh. Ger.	Daplain.
Bowers, Estelle	Lit. Sci.	Ypsilanti.
Covert, Georgia L. M.	5 yr. Cer.	Ypsilanti.
*Cady, Harriet Adelle	5 yr. Cer.	Ypsilanti.
Crittenden, Zena Blanche	5 yr. Cer.	Tipton.
Camp, Jessie	5 yr. Cer.	Ypsilanti.

NAME.	COURSE.	RESIDENCE.
*Carpenter, Ruth I.	Lat. Ger.	Ypsilanti.
Cook, Clara M.	M. Cl.	Cadillac.
Crawford, Carrie E.	Lit. Sci.	Novi.
Cady, Guy V. Lloyd	5 yr. Cer.	Napoleon.
Connell, Mary	5 yr. Cer.	Grand Rapids.
Cromie, Elizabeth M.	5 yr. Cer.	Ypsilanti.
Castell, Daniel G.	5 yr. Cer.	Pontiac.
Card, Ada M.	5 yr. Cer.	Bronson.
Carpenter, Florence	Kindergarten.	Kalamazoo.
Chaffin, Fannie	5 yr. Cer.	Morrice.
*Cookingham, DeLette	Lit. Sci.	Ypsilanti.
Dailey, Margaret A.	5 yr. Cer.	Nottawa.
Dewey, Adaline F.	Eng. Ger.	Toledo.
Dickinson, Mary A.	Sp. Mus.	Ypsilanti.
*Davis, Adelle	5 yr. Cer.	Jackson.
Durand, Wm. S.	Sci.	Champion.
*Earl, Bessie A.	Kindergarten.	Schoolcraft.
*Efferts, Lizzie B.	5 yr. Cer.	Pontiac.
Ellsworth, George H.	Sh. Ger.	Ypsilanti.
*Foote, Lucy Ellen	5 yr. Cer.	Pontiac.
Foote, Jay B.	Sh. Ger.	Charlotte.
Frary, Blanche	Lit. Sci.	Leslie.
Fuller, Cromwell, M.	5 yr. Cer.	Milan.
Ferguson, Lottie A.	5 yr. Cer.	Almont.
French, Helen	Lat. Fr.	Cassopolis.
Goodrich, Ernest P.	Sci.	Ypsilanti.
*Grierson, Margaret M.	Lit.	Calumet.
Garner, Minnie	5 yr. Cer.	White Lake.
Gregor, Benj.	5 yr. Cer.	Deanville.
Graham, Laura R.	5 yr. Cer.	Plainwell.
Goodrich, Ida S.	5 yr. Cer.	Portland.
George, Grace A.	Lat. Ger.	Ypsilanti.
Gardner, Altabel	5 yr. Cer.	Sand Beach.
*Gross, Matilda L.	Lit.	Manistee.
Gordon, Grant W.	Lit. Sci.	Bell Branch.
Hathaway, Maude	Eng. Lat.	Blissfield.
Hall, Grace	Lat. Ger.	Albion.
Hunter, Irving B.	Eng. Lat.	Ypsilanti.

NAME.	COURSE.	RESIDENCE.
Hall, Emilie C.	Lit.	Ypsilanti.
Holbrook, Emma M.	M. Cl.	Ypsilanti.
*Harris, Katharine	Lit.	Port Huron.
*Hunker, Emma G.	Lit.	Hillsdale.
*Houtz, Bertha A.	Lit. Sci.	Hillsdale.
Holmes, Clarence E.	5 yr. Cer.	Lansing.
Howell, Viva Amelia	5 yr. Cer.	Tecumseh.
Harris, Harley	Lit. Sci.	Tompkins.
Howell, John C.	5 yr. Cer.	Macon.
Howard, Benj. F.	Eng. Lat.	Morrice.
Harrington, Frank J.	Eng. Lat.	Parma.
Hyser, Frank H.	Eng. Lat.	Austerlitz.
Hayman, Frank D.	5 yr. Cer.	Mottville.
Harris, Frances M.	Lat. Ger.	Ypsilanti.
Hardy, Carrie S. W.	5 yr. Cer.	Ypsilanti.
Howlett, Bertrand	Lit. Sci.	Waterloo.
*Harshbarger, Minnie A. S.	Sci.	Henderson.
Jory, Annie	Lit. Sci.	Calumet.
Jamieson, Eva Harriet	5 yr. Cer.	Fort Gratiot.
Keating, Rose A.	5 yr. Cer.	Allen.
Knapp, Abbie	Mus.	Comstock.
*Kenyon, Harriet Loretta	Lit.	St. Johns
*Kingan, Mary Agnes	Kindergarten.	Tecumseh.
*Kinney, Edith M.	5 yr. Cer.	Mt. Pleasant.
Kinney, Laura M.	5 yr. Cer.	Clyde.
King, Horace C.	Eng. Lat.	Three Rivers.
*Langford, Theron S.	Sh. Ger.	Webberville.
Lawrence, Minnie B.	5 yr. Cer.	Medina.
Lathers, J. Stuart	Lit. Sci.	Inkster.
Lickley, Nora May	5 yr. Cer.	Hudson
Little, Lucy E.	5 yr. Cer.	Richland.
Linderman, Wm. H.	5 yr. Cer.	Wayland.
*Looney, Katharine	Lit.	Hancock.
Lownsbury, Nellie	5 yr. Cer.	Ypsilanti.
Loomis, Grace Amanda	5 yr. Cer.	Ypsilanti.
Lybrook, Anna	Sci.	Berrien Springs.
*Manley, Maud	Lit. Sci.	Caro.
*Mauzy, Grace Evelyn	Kindergarten.	Manistee.

NAME.	COURSE.	RESIDENCE.
Marshall, Berthena	Lit. Sci.	Morenci.
Mann, Retta	5 yr. Cer.	Hadley.
*Martin, Julia	Sci.	Manchester.
*Metz, Maud A.	Kindergarten.	Harbor Springs.
*Myhrs, Jennie P.	5 yr. Cer.	Pike's Peak.
Muenscher, Josephine L.	Lat. Ger.	Manistee.
*Murphy, Katharine	Eng. Ger.	Hancock.
Murner, Eliza	5 yr. Cer.	Perry.
Moore, Harry	Eng. Lat.	Ypsilanti.
McKinley, Chas. R.	Eng. Ger.	Centreville.
McGillis, Eliza	5 yr. Cer.	Iron River.
McDougall, Hugh D.	Sci.	Lowell.
*North, Alice M.	Kindergarten.	Vassar.
Norton, Helen A.	Eng. Lat.	Hudson.
*O'Grady, Margaret	Lit.	Houghton.
Oysterbanks, Rush	Lit. Sci.	Novi.
Parsons, Sara A.	Lat. Ger.	Ypsilanti.
Paton, Thos. W.	Eng. Lat.	Almont.
Pardee, Belle	5 yr. Cer.	Dearborn.
Parker, Kittie	5 yr. Cer.	Vermontville.
Parks, Jessie	Lit. Sci.	Battle Creek.
Peterson, Josie	5 yr. Cer.	Charlevoix.
Phillips, Memie	An. Cl.	Aurelius.
Phillips, Lulu M.	5 yr. Cer.	Grand Ledge.
Pierce, Jessie Emily	5 yr. Cer.	Pleasanton.
Pierce, Ella Louise	5 yr. Cer.	Ceresco.
Pickett, Mary	Eng. Lat.	Leslie.
*Pocklington, Nettie	Lit. Sci.	Dundee.
Putnam, Virginia R.	An. Cl.	Ypsilanti.
Pomeroy, Esther C.	5 yr. Cer.	Ypsilanti.
Putnam, Wm. S.	5 yr. Cer.	Ypsilanti.
Richmond, Cunningham	5 yr. Cer.	Bayport.
Riopelle, Nellie	Kindergarten.	Champion.
Riggs, Jessie M.	Mus.	Canton.
Richardson, Dewitt	5 yr. Cer.	Austerlitz.
*Robinson, Gertrude A.	Sci.	Mt. Pleasant.
*Robinson, Winnie J.	5 yr. Cer.	Battle Creek.
Romine, Frank E.	Lit. Sci.	Waltz.

NAME.	COURSE.	RESIDENCE.
Rogers, Louise	5 yr. Cer.	Lenawee Junction.
*Robson, Antoinette E.	5 yr. Cer.	Lansing.
Roe, Abbie	5 yr. Cer.	Harbor Springs.
Smith, Chas. H.	An. Cl.	Chicago.
*Smith, Theresa	Lat. Ger.	Detroit.
Simmons, Belle	Eng. Lat.	Alpena.
*Sibley, Anna D.	Lit.	Birmingham.
Shafer, Frederic D.	5 yr. Cer.	Ida.
Sawyer, Myrtle E.	Kindergarten.	Bellevue.
Savage, Paul H.	Sci.	Cassopolis.
*Slayton, Ada M.	Kindergarten.	Dundee.
Schwartz, Maggie	Kindergarten.	Champion.
Schwartz, Sophia	Kindergarten.	Champion.
*Spencer, Ella Mae	5 yr. Cer.	Ypsilanti.
Stewart, Linnie M.	5 yr. Cer.	Belleville.
*Shearer, Mary	5 yr. Cer.	Jackson.
Sweet, Milo J.	Lit. Sci.	Salem.
Stegenga, Derk	Eng. Ger.	New Holland.
Sheldon, Florence E.	5 yr. Cer. & Kg.	Blissfield.
Smith, Florence V. Z.	Lat. Ger.	Schoolcraft.
Smith, Burton E.	Sci.	Denton.
*Sickels, Mae Zerepha	Kindergarten.	Adrian.
Sooy, Frank H.	Sci.	Wayland.
*Stoffer, John Edward	Sh. Ger.	Williamston.
Southwell, Maud L.	Kindergarten.	Detroit.
Stuart, Edith Russell	Eng. Lat.	Schoolcraft.
*Trask, Mabel	Kindergarten.	Ypsilanti.
Tanner, Belle	5 yr. Cer.	Marshall.
Travis, J. Bertrand	5 yr. Cer.	Jonesville.
*Temple, Fern Frances	Eng. Ger.	Tecumseh.
*Thomson, Helen Mabel	Eng. Ger.	Saginaw.
*Thompson, Mattie A.	5 yr. Cer.	Lowell.
*Thomson, Mamie E.	Lit. Sci.	Union City.
Thomson, Nellie L.	Eng. Lat.	Union City.
Uren, Daisy	Lit.	Crystal Falls.
*Ulber, Margaret C.	5 yr. Cer.	Worden.
Vandeburg, Frank	Eng. Lat.	Forest Grove.
Vorenkamp, Etta	5 yr. Cer.	Kalamazoo.

NAME.	COURSE.	RESIDENCE.
Vreeland, Chas. Frank	5 yr. Cer.	Coopersville.
Vandeventer, Ellis G.	Eng. Lat.	Ithaca.
Van Buren, Dennis C.	5 yr. Cer.	Dexter.
Wait, Louis E.	5 yr. Cer.	Marshall.
Warner, Florence M.	Eng. Lat.	Ypsilanti.
*Warner, Minnie D.	Kindergarten.	Charlotte.
Warren, Frank E.	5 yr. Cer.	Ypsilanti.
Waldron, Adah	Kindergarten.	Tecumseh.
Walker, Bella Jane	Lit. Sci.	Norway.
Webster, Eustace E.	Sci.	Berrien Springs.
*Weber, Matthias	Sci.	St. Joseph.
*Wetmore, Bess H.	5 yr. Cer.	Allegan.
*Webster, Nonnette E.	Lit.	Berrien Springs.
Wetherbee, John A.	5 yr. Cer.	Three Rivers.
Williams, Roy E.	5 yr. Cer.	Sturgis.
Wilber, Minnie	Mus.	Ypsilanti.
*Withington, Myron	An. Cl.	Ypsilanti.
*Wilson, Florence	Lit.	St. Johns.
Wilcox, Willis H.	Eng. Lat.	Elva.
*Wolf, Flora E.	5 yr. Cer.	Lansing.
*Wood, Chas. L.	Sci.	Quincy.

FOURTH YEAR.

Adams, George Herbert	Eng. Ger.	Sault Ste. Marie.
Allen, Cora Belle	Lit. Sci.	Ypsilanti.
Andrews, Frank Eugene	Lit. Sci.	Coldwater.
Arthur, Frank Edward	Lit. Sci.	Byron.
Andrews, Mark Seeley	Lit. Sci.	Coldwater.
Beardsley, Bessie C.	Lit. Sci.	Charlotte.
Beers, Nelson Burr	Eng. Lat.	Richland.
Babbitt, Nora Campau	Sp. Mus.	Ypsilanti.
Briggs, Flora Belle	Sh. Ger.	Saline.
Bendit, Eva	Lit. Sci.	Manistee.
Bovee, May E.	Eng. Lat.	Northville.
Curtis, Carrie E.	Lit. Sci.	West Sumpter.
*Coates, Minnie Edith	Lit. Sci.	Manistee.

NAME.	COURSE.	RESIDENCE.
Camp, Elvira Loveridge	Lat. Ger.	Ypsilanti.
Crittenden, Clifford D.	An. Cl.	Tipton.
Culver, Hatttie	Lit. Sci.	Cadillac.
Cowgill, Paul A.	Lit. Sci.	Cassopolis.
Carnahan, Lydia L.	Lat. Ger.	Benton Harbor.
Carr, Etta Mae	Lit. Sci.	Cassopolis.
Curtis, Chas. Wesley	Eng. Lat.	West Sumpter.
Durfee, Stephen	Sci.	Fowlerville.
Eddy, Alice May	Eng. Lat.	Armada.
Ford, Arthur Homer	Sci.	Scotts.
Farmer, Sara L.	M. Cl.	Benton Harbor.
Graves, Anna	Lit. Sci.	Ypsilanti.
Gibson, Marjory	M. Cl.	St. Clair.
Glanville, Daisy	Lit. Sci.	Lake Linden.
Glover, Elizabeth E.	Lit. Sci.	Anderson.
Gilmore, Elizabeth G.	Lit. Sci.	Ypsilanti.
Gray, Margaret C.	Eng. Lat.	Detroit.
Gorton, Fred R.	Sci.	Waterloo.
Gangnuss, Heinrich Wm.	Lit. Sci.	Brighton.
Hastings, Marthena E.	Lit. Sci.	Tecumseh.
Hardy, Carrie Adelaide	Sci.	Ypsilanti.
Holloway, Ross L.	Lit. Sci.	Portland.
Horrigan, Mary	Lit. Sci.	Ypsilanti.
Hazard, Eleanor S.	Lit. Sci.	Centreville.
Hoffman, Oscar Ward	Lit. Sci.	Mottville.
Hinkley, Mary Belle	Lit. Sci.	Benton Harbor.
Josenhans, Reinhold J.	Lit. Sci.	Saline.
Lincoln, Minnie Maude	Lit. Sci.	Armada.
Loomis, Nellie M.	Lit.	Jonesville.
Lovell, Mary Elizabeth	Lit. Sci.	Jonesville.
Marshall, William	Sci.	Ypsilanti.
Merritt, Jessie M.	Lit.	Hillsdale.
Miller, Flora Belle	Lit. Sci.	Cadillac.
Moorman, Bertha Ethel	Lit. Sci.	Belding.
Mosher, Edith R.	Lit. Sci.	Centreville.
McNeil, Mary	Lit.	Pontiac.
McMichael, Mary A.	Lit. Sci.	St. Clair.
McConnell, Frances M.	M. Cl.	Grand Haven.

NAME.	COURSE.	RESIDENCE.
Nicholson, Judd B.	An. Cl.	Wixom.
Nelson, Nettie Blanche	Lit. Sci.	Grand Rapids.
Osband, Meda L.	Sp. Mus.	Ypsilanti.
Prall, Satie Elma	Lit. Sci.	Traverse City.
Peyton, Elizabeth Blanche	Eng. Ger., Kg., Lit. Sci.	Ypsilanti.
Pease, Rubie Walsteina	Lit. Sci.	Chicago.
Plowman, Luna May	Lit.	Watertown.
Prudden, Helen A.	Eng. Ger.	Chelsea.
Prudden, Adah Juliet	Lit. Sci.	Chelsea.
Romine, John W.	Lit. Sci.	Waltz.
Ransom, Nina Lydia	Eng. Ger.	Jonesville.
Ryder, Edward H.	Eng. Lat.	Ypsilanti.
Randall, Minnie Elmina	Lit. Sci.	River Raisin.
Rieman, John F.	Lit. Sci.	Hadley.
Rouse, Grace A.	Lit. Sci.	Saginaw.
Rorrison, Jane F.	Lit. Sci.	Gaines.
Smith, Ida Agnes	Lit. Sci.	Petoskey.
Smith, Cora M.	Lit. Sci.	Niles.
Sigerfoos, Belle	Eng. Ger.	Arcanum, O.
Sherman, Jennie A.	Lit. Sci.	Ovid.
Shetterly, George A.	Lit. Sci.	Edwardsburg.
Stuart, Mary Belle	Eng. Lat. & Mus.	Schoolcraft.
Taylor, Nettie Elzadie	Lit. Sci.	Manchester.
Tanner, Mary	Lit. Sci.	Marshall.
Town, Ida May	Lat. Ger.	Leslie.
True, Myra Belle	Lit. Sci.	Armada.
Voorhees, Delphine S.	Eng. Ger.	White Lake.
Vandandaigue, Arzelie	Lit. Sci.	Crystal Falls.
Voorhees, Herbert S.	An. Cl.	White Lake.
Voorhies, Geo. O.	Lit. Sci.	Ypsilanti.
Walker, Margarette A.	Sh. Ger.	Norway.
Wallace, James Henry	Lit. Sci.	Fowlerville.
Wimer, Milton	Lit. Sci.	Coldwater.

SPECIAL.

Allen, Chas. Edward	Sp. Mus.	Hanover.
Bradley, Arthur	Sp.	Clinton.

NAME.	COURSE.	RESIDENCE.
Campbell, Reuben S.	Sp.	Hartsuff.
Comstock, Emilie	Sp.	Ypsilanti.
Cross, Wm. L.	Sp.	Ypsilanti.
Cannon, Emma	Sp. Mus.	Evart.
Carmen, Ida M.	Sp. Mus.	Potterville.
Fulford, Chas. C	Sp.	Romulus.
Green, Fred W.	Sp.	Cadillac
Ingersoll, Louise	Sp.	Dundee.
Irish, Ella E.	Sp.	Conklin.
Jenness, Laura S.	Sp.	Ypsilanti.
Maxam, Florence	Sp.	Waterford.
Osband, Marna Ruth	Sp.	Ypsilanti.
Owen, Abbie Irene	Sp.	Ypsilanti.
Pettibone, Fannie	Sp.	Armada.
Pugsley, Dolie C.	Sp.	Owosso.
Swift, James M.	Sp.	Fall River, Mass.
Seaman, John M.	Sp.	Charlotte
Souer, Mrs. V. L.	Sp.	Marine City.
Thomas, Jessie	Sp.	Middleville.
Weinman, Fred	Sp.	Ypsilanti.
Wilber, Berte	Sp.	Ypsilanti.
Wormell, Maria	Sp.	Morley.

COURSE FOR COLLEGE GRADUATES.

Bronson, Jay Jones	Buchanan.
Foster, Jessie J.	Lansing.
Lightbody, William	Detroit.

POST GRADUATES.

Adams, Metta A.	Sp.	Tecumseh.
Barnard, Martha	Mus.	Ypsilanti.
Brown, Alice	Sp.	Ypsilanti.
Crippen, Lillian	Sp.	Ypsilanti.

NAME.	COURSE.	RESIDENCE.
Dickinson, Sara G.	M. Cl.	Ypsilanti.
Duffield, Daniel W.	Sp.	Whittaker.
Hand, Lillian M.	Sp.	Ypsilanti.
Lambie, Eunice M.	Mus.	Ypsilanti.
Latson, Mamie	Mus.	Edwardsbnrg.
Miller, Jessie Rogers	Sp.	Ypsilanti.
Towner, Carrie	Mus.	Ypsilanti.
Woodard, Gertrude E.	M. Cl.	Ypsilanti.

ENROLLMENT, 1891-92.

Normal Department,			1002
Of the above number the following were also enrolled as pupils in the Conservatory of Music:			
Piano,	62		
Organ,	12		
Voice Department,	64		
Violin,	2		
		140	
Deduct counted twice,		23	
		117	
Training School—			
Kindergarten,	61		
Model Primary,	57		
Intermediate,	108		
Grammar Grades,	125		
		351	
Deduct Transfers,		35	
			316
Total Enrollment,			1318

GRADUATING CLASS, 1891.

THREE YEARS' COURSES.

Adams, Metta Arthemese
Angel, Lucy
Banwell, Susan Galpine
Charbonneau, Celina Agnes
Craw, Emma Ophelia
Cutcheon, Josephine Moore
Clark, Bertha
Cronk, Carrie Weltha, Kindergarten.
Crumback, Allie Adele
Covert, Ida Martha
Davis, Eva Lena, Special Music.
Dasef, Alem W.
Doyle, Alice Clare
Derbyshire, Willits M.
Ford, Arthur Homer
Freeman, Mary Ella
Goffe, Hattie A.
Geer, Florence Eloise
Hinckley, Mary Belle
Hemingway, Delia Alice
Houston, John D.
Henderson, Lillian A.
Ingersoll, Mary H.
Jenkins, Joseph R.
King, Sarah Edith
Loree, Ira Dean
Lewis, Ema
Morrison, Mae Emma
Malcolm, William Graves
Miller, Henry Clay
McLaughlin, James H.
Munsell, May Augusta, Kindergarten
McNeil, Emma
McKeown, Cecelia
Nichols, Henry H.
Roode, John Q.
Robbins, Amanda Melvina
Ross, DeForrest
Snowden, Harry H.
Sines, Carl Mortimer
Slonaker, Harvey J.
Sanford, Lydia Antoinette
Tupper, Lewis N.
Transue, Chas. John, Kindergarten.
Webb, Susan R.
Weimer, Cora Belle
Walsh, Hattie Clarinda
White, Frank M.
Warner, William E.
Wilcox, Harry D.

FOUR YEARS' COURSES.

Aldrich, Grace Asenath, Eng. Fr. Kin.
Austin, Robt. Oliver, Eng. Lat.
Bishop, Mabel Irene, Eng. Lat.
Burridge, Judson G., Lit. Sci.
Mandeville, James M., Lit. Sci.
McPhail, Helen Louisa, Lit. Sci.
Moss, William Ray, An. Cl.
Mills, Rolfe Archibald, Lit. Sci.

Brown, Alice, An. Cl.
Blodgett, Herbert T., Sci.
Buck, Benjamin F., An. Cl.
Brophy, Ella, Lit. Sci.
Bradshaw, Elvira A, Lit.Sci. Kin.
Beeman, Edmund, Sci.
Boyd, Frederic James, Lit. Sci.
Chapin, Mary Bogardus, Lit. Sci.
Crippen, Lillian A., Lit. Sci.
Cortright, Lillian Maude, M. Cl.
Carrick, Chas. H., Lit. Sci.
Chase, Sara Thomasina, Eng. Lat.
Creasy, Olivia, Lit. Sci.
Dickinson, George H., Lit. Sci.
Doolittle, Cora, Lit. Sci.
Doane, Harry Clifford, An. Cl.
Dickinson, Sara Gardner, Lit. Sci.
Davidson, Loana Maria, Eng. Lat.
Flower, Emily, Lit. Sci.
Goodspeed, Clara Louise, Lit. Sci. Kin.
Goodes, Minnie May, Lit. Sci.
Hopkins, Ida May, Lit. Sci.
Hoover, Alice Etta, An. Cl.
Hale, Wm. H. C., Lit. Sci.
Henderson, Adalynn Prindle, Lit.
Hawkins, Caroline Whittemore, M. Cl.
Hyzer, Herman William, Lit. Sci.
Hale, Mabel Elizabeth, Lit. Sci.
Jeffers, Fred A., Lit. Sci.
Knooihuizen, Nicholas, Lit. Sci.
King, William H., An. Cl.
Lambie, Eunice Morton, M. Cl.
Lane, Annie, An. Cl.
Landfair, Kate Alene, M. Cl.
McElheny, Bertha, Lit.
Maxwell, Catharine Ellen, Lit. Sci.
Marvin, Almon Lucius, Lit. Sci.
McEncroe, Josephine, Lit. Sci.
Mead, Ellsworth Clinton, Lit. Sci.
Norton, Aurilla, Lit. Sci.
Norton, Amy, Lit Sci.
Otis, Libbie Grace, Lit. Sci.
Overholt, Lester S., Lit. Sci.
Osborne, Mary Lauretta, Eng. Lat.
Prowdley, Frank, Lit. Sci.
Peck, Myrta Estelle, Lit. Sci.
Plunkett, Hattie Marie, Eng. Lat.
Palmer, Lucy Jane, Eng. Lat.
Pullen, Laura Belle, Lit. Sci.
Rogers, George E., Lit. Sci.
Snure, John, An. Cl.
Sprague, Herbert A., An. Cl.
Smith, Josephine, Lit. Sci.
Snure, Minnie, Eng. Lat.
Stanley, George A., Lit. Sci.
Sheldon, Frances Slayton, Lit. Sci.
Sloan, Nettie Dell, Lit. Sci.
Schafer, John G., Lit. Sci.
Sloan, Lida, Lit. Sci.
Severance, Henry O., An. Cl.
Tefft, Mary Lillian, Lit. Sci.
Tracy, Ina Lucinda, Lit. Sci.
Wente, Olive Mildred, Eng. Ger.
Walter, Minnie E., Lat. Ger.
Weir, William Wallace, Lit. Sci.
Wheeler, Frank J., An. Cl.
Zimmerman, Maria, An. Cl. Eng. Ger.

DEGREE OF BACHELOR OF PEDAGOGICS.

Blodgett, Charles L.
Chalmers, William W.
George, Ransom Gardner
Hodge, George B.
Hayden, Norton Howland
Hull, Warren Charles
Hayes, Ella M.
King, Harry Edwin
Kniss, Lydia E.
Pearce, Abbie
Soule, Annah May
Shartau, Gustavus Adolphus
Townsend, Charles O.
Vandewalker, Nina C.

Hewitt, Walter C.
Jennings, Alfred E.
King, Edna Alexandrine Haskins
Wall, Ida La Vendee
Wilson, Robert Hewett

MASTER OF PEDAGOGICS (Honorary).

Charles Fitz Roy Bellows.
John Goodison.

PROGRAM OF RECITATIONS AND EXERCISES, 1892-93.

FIRST TERM.

Names of studies peculiar to Advanced Courses are printed in italics.

CHAPEL EXERCISES 8:20 A. M.

FIRST HOUR, 8:40-9:25.--Algebra I. Algebra III. Arithmetic, 9th Grade, 10 wks. Arithmetic, 9th Grade, 20 wks. Chemistry. Drawing. French V. Government, Science of, 1st and 2d 10 wks. Geometry, Solid. German V. *Greek V.* Geology. History, Institutes of. Literature, English. Latin VII. Musical Composition. Physics II. Psychology Applied. Voice Culture I. Zoölogy.

SECOND HOUR, 9:30-10:15.—Algebra II. Counterpoint. Drawing, Adv. English. Geometry, Plane. German I. Greek I. Government, Science of, 1st and 2d 10 wks. History, Continental. Latin I. Laboratory Practice, 1st and 2d 10 wks. Literature, English. Physics I. Psychology. Physiology, 20 wks. Rhetoric. Reading and Orthoëpy, 1st and 2d 10 wks. Voice Culture III. Zoölogy.

THIRD HOUR, 10:20-11:05.—Arithmetic, Tchr. Ac. Rev. Algebra III. Drawing. Geometry, Plane. German I. Greek III. Grammar, Tchr. Ac. Rev. Grammar, 9th Grade. History, U. S. Political. Harmony I. Laboratory Practice, 1st and 2d 10 wks. *Latin IX.* Psychology, Advanced. Physiology, Tchr. Ac. Rev.

FOURTH HOUR, 11:15-12.--Arithmetic, Tchr. Ac. Rev. Algebra II. Biological Lab. Prac. French III. German III. Grammar, 9th Grade. Grammar, Tchr. Ac. Rev. Geometry, Solid. History, Gen. History of Education. *History, U. S. Constitutional.* Latin III. Latin V. Laboratory Practice, 1st and 2d 10 wks. Physics II. Vocal Music.

FIFTH HOUR, 12-12:45.—Arithmetic, 9th Grade, 20 wks. Arithmetic, 9th Grade, 1st and 2d 10 wks. Algebra I. Calculus. Chemistry. Classical Lit. and Methods, 2d 10 wks. French I. Geography, Tchr. Ac. Rev. History of U. S., 9th Grade. History, Prof. Training in, 2d 10 wks. Latin I. Latin III. Modern Lit. and Methods, 1st 10 wks. Old and Middle English. Physics I. Physiology, Tchr. Ac. Rev. Penmanship. Rhetoric. Reading and Orthoëpy, 1st and 2d 10 weeks. Science, Professional Training in, 2d 10 weeks.

AFTERNOON.—Teaching in Training School, and other exercises and lessons as may be required.

SIXTH HOUR, 2:45-3:30.—Professional Training in Common Branches; Reading, 1st 5 wks.; Grammar, 2d 5 wks.; Geography, 3d 5 wks.; Arithmetic, 4th 5 weeks.

PROGRAM OF RECITATIONS AND EXERCISES, 1892-93.

SECOND TERM.

Names of Studies peculiar to Advanced Courses are printed in italics.

CHAPEL EXERCISES 8:20 A. M.

FIRST HOUR, 8:40-9:25.—Arithmetic, 9th Grade, 20 weeks. Arithmetic, 9th Grade, 1st and 2d 10 wks. Algebra I. Algebra II. Astronomy. Botany. Drawing. Government, Science of, 1st and 2d 10 wks. Geometry, Solid. *Greek VI.* German IV. Latin VIII. Masterpieces Study of. Psychology Applied. Physics II. Rhetoric. Voice Culture IV, VI.

SECOND HOUR, 9:30-10:15.—Arithmetic, Tchr. Ac. Rev. Algebra III. Chemistry, Adv. Drawing, Adv. Geometry, Plane. German II. German VI. Greek IV. Grammar, Ac. Rev. Grammar, 9th Grade. History, U. S. Political. Latin II. Laboratory Practice, 1st and 2d 10 wks. Music, History and Literature of. Physics I. Psychology. Physiology, Tchr. Ac. Rev. Voice Culture V.

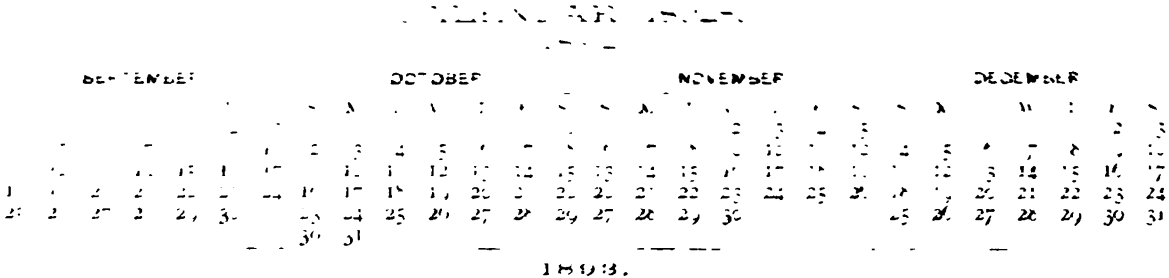
THIRD HOUR, 10:20-11:05.—Algebra II. Botany. Drawing. English. Geometry, Plane. Geometry, Solid. German II. Government, Science of, 1st and 2d 10 wks. Harmony II. History, English Constitutional. Latin II. Latin IV. Laboratory Practice, 1st and 2d 10 wks. Literature, American. Literature, Adv. English. Physics I. Physics, Adv. *Psychology, Advanced.* Political Economy. Reading and Orthoëpy, 1st and 2d 10 weeks. Voice Culture II.

FOURTH HOUR, 11:15-12.—Arithmetic, Tchr. Ac. Rev. Algebra III. Biological Laboratory Practice. French IV. Greek II. Grammar, Tchr. Ac. Rev. Grammar, 9th Grade. History of Education, 1st 10 wks. History, Grecian and Roman. History of U. S., 9th Grade. Latin VI. Laboratory Practice, 1st and 2d 10 wks. Physical Technics, 2d 10 wks. Physiology, 9th Grade. Surveying, 2d 10 wks. Trigonometry, 1st 10 wks. Vocal Music, Adv.

FIFTH HOUR, 12-12:45.—Arithmetic, 9th Grade, 1st and 2d 10 weeks. Arithmetic, 9th Grade, 20 wks. Algebra I. Higher Algebra. Entomology. French II. German VII. Geography, Tchr. Ac. Rev. History, English. History, Professional Training in, 2d 10 wks. Latin IV *Latin X.* Laboratory Practice, 1st and 2d 10 wks. Penmanship. Physiology, Tchr. Ac. Rev. Physics II. Rhetoric. *Rhetoric, Adv.* Reading and Orthoëpy, 1st and 2d 10 wks. Science, Prof. Training in, 2d 10 wks. Vocal Music, 9th Grade.

AFTERNOON.—*Sanitary Science,* 1st 10 wks. *Instrumental Astronomy,* 2d 10 weeks.

SIXTH HOUR, 2:45-3:30.—Professional Training in Common Branches; Reading, 1st 5 wks.; Grammar, 2d 5 wks.; Geography, 3d 5 wks.; Arithmetic, 4th 5 wks.



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MICHIGAN

State Normal School

1892-93.

REGISTER.

REGISTER

OF THE

MICHIGAN

STATE NORMAL SCHOOL

FOR

1892-93.

YPSILANTI, MICHIGAN.

1893.

...OB PRINTING HOUSE.

Michigan State Normal School.

ANNOUNCEMENTS FOR 1893-94.

1893.

Tuesday Evening, June 27,—Alumni Meeting.

Wednesday, June 28,—Commencement.

Tuesday and Wednesday, Sept. 12 and 13,—Entry Examinations. Classification of former students.

Thursday, Sept. 14,—Classification of all new students. Recitations begin.

Monday Morning, Nov. 20,—Beginning of second half of First Term.

Thursday and Friday, Nov. 23 and 24,—Thanksgiving Recess.

Thursday Evening, Dec. 21,—Holiday Recess begins.

1894.

Wednesday Evening, January 3,—Holiday Recess closes.

Friday and Saturday, Feb. 2 and 3,—Entry Examinations.

Friday Evening, Feb. 2,—First Term closes.

Monday Morning, Feb. 5,—Second Term begins.

Friday Evening, April 13,—First half of Second Term ends and Spring Recess begins.

Monday Evening, April 23,—Spring Recess closes, and second half of Second Term begins.

Tuesday Evening, June 26,—Alumni Meeting.

Wednesday, June 27,—Commencement, Second Term closes.

STATE BOARD OF EDUCATION.

HON. PERRY F. POWERS, PRESIDENT, - - Term expires December 31, 1894.	Cadillac.
HON. HENRY R. PATTENGILL, SECRETARY, - Term expires December 31, 1894.	Lansing.
HON. DAVID A. HAMMOND, TREASURER, - Term expires December 31, 1896.	Charlotte.
HON. E. A. WILSON, - - - - Term expires December 31, 1898.	Paw Paw.

HON. HENRY R. PATTENGILL,

Superintendent of Public Instruction.

BOARD OF VISITORS, 1892-93.

COMMISSIONER D. E. MCCLURE, - - -	Shelby.
COMMISSIONER T. J. G. BOLT, - - -	Trent.
MR. DANIEL MCNAIR. - - - -	Tecumseh.

FACULTY, 1892-93.

JOHN M. B. SILL, M. A., M. Pd.,
PRINCIPAL.

Mental and Moral Science and Theory and Art of Teaching,

DANIEL PUTNAM, M. A., VICE-PRINCIPAL.
PERRY F. TROWBRIDGE, B. Pd, Ph. B., Assistant.

History and Civil Government,

JULIA A. KING, M. A., M. Pd., PRECEPTRESS.
MARY B. PUTNAM, Ph. B., B. Pd., Assistant.
FLORENCE SHULTES, Instructor.

Music and Director of Conservatory,

FREDERIC H. PEASE.
OSCAR GAREISSEN, Instructor.

Mathematics,

DAVID E. SMITH, Ph. M., Ph. D.
LAMBERT L. JACKSON, Assistant.
ADA A. NORTON, B. Ph., Assistant.
EMMA C. ACKERMAN, Instructor.

German and French Languages,

AUGUST LODEMAN, M. A.
ANNIE A. PATON, B. Pd., Assistant.

Training School,

AUSTIN GEORGE, M. A. Director.
MAUD E. CANNELL, Kindergarten.
LILLIAN CRAWFORD, 1st Grade.
MAUDE BALL, 2d Grade.
HATTIE M. PLUNKETT, 3d Grade.
MARY J. BLOUNT, 4th Grade.
IDA TAYLOR, 5th Grade.
WINNIE J. ROBINSON, 6th Grade.
FLORA WILBER, 7th Grade.
K. MAUDE CADY, 8th Grade.

Natural Sciences (*Systematic Botany and Physiology*),
LUCY A. OSBAND, M. A.

Physical Sciences,
EDWIN A. STRONG, M. A.
WALTER F. LEWIS, Assistant.
FRED R. GORTON, Instructor.

English Language and Literature,
FLORUS A. BARBOUR, B. A.
LOIS A. McMAHON, B. Pd., Assistant.
ABBIE PEARCE, B. Pd., Assistant.
HIRAM W. MILLER, Assistant.

Latin and Greek Languages,
BENJAMIN L. D'OOGE, M. A.
HELEN B. MUIR, Assistant.

Natural Sciences (*Structural Botany, Geology, and Zoology*),
WILL H. SHERZER, M. S.

Drawing and Geography,
*CHAS. T. Mc. FARLANE.

Penmanship,
P. R. CLEARY.

Librarian,
GENEVIEVE M. WALTON.
GERTRUDE E. WOODARD, B. Pd., Assistant.

FRANCES L. STEWART,
Clerk.

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*Appointed April 24, 1893, in place of John Goodison, M. Pd., deceased.

Michigan State Normal School.

PURPOSE AND ORGANIZATION.

Under the Constitution of the State of Michigan, the Normal School is made a part of its public school system. It is under the full charge and direction of the State Board of Education. This Board consists of four members, three of whom are elected as such by the people; the fourth is the State Superintendent of Public Instruction, who is, *ex officio*, a member, and the Secretary. The term of office of elected members is six years, one being chosen each alternate year.

The original Normal School building, now very much enlarged and improved, was finished and made ready for use in the summer of 1852, and was formally dedicated with appropriate ceremonies on October 5 of that year. The School was opened for the admission of regular classes in the Spring of 1853.

Its permanent means of support are the interest on the Normal School fund, amounting to about $4,200 per year, and a small entry fee paid by each student. These sources furnish but a small portion of the funds necessary for its maintenance. For the rest, it depends upon appropriations by the State Legislature, and these adequately supply its needs.

The sole function of the Normal School is to prepare teachers for the efficient performance of the duties required of them in all grades of the Public Schools of the State. Hence, the School in all its departments has been organized with direct reference to this end. All students entering upon the Normal Courses of Study sign a declaration of intention to teach in the schools of Michigan. The courses of study, the methods of instruction, and the practice teaching done under careful supervision and subjected to close and searching criticism, are all planned with reference to affording thor-

Natural Sciences (*Systematic Botany and Physiology*)

LUCY A. OSBAND, M. A.

Physical Sciences,

EDWIN A. STRONG, M. A.
WALTER F. LEWIS, Assistant.
FRED R. GORTON, Instructor.

English Language and Literature,

FLORUS A. BARBOUR, B. A.
LOIS A. McMAHON, B. Pd., Assistant.
ABBIE PEARCE, B. Pd., Assistant.
HIRAM W. MILLER, Assistant.

Latin and Greek Languages,

BENJAMIN L. D'OOGE, M. A.
HELEN B. MUIR, Assistant.

Natural Sciences (*Structural Botany, Geology, a*

WILL H. SHERZER, M. S.

Drawing and Geography,

*CHAS. T. Mc. FARLANE.

Penmanship,

P. R. CLEARY.

Librarian,

GENEVIEVE M. WALTO
GERTRUDE E. WOODARD, B. Pd

FRANCES L. STEWAR
Clerk.

*Appointed April 24, 1893, in place of John Goodison, M.

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LITERARY SOCIETIES.

The Literary Societies connected with the School are organized under one general constitution, and constitute together the Normal Lyceum. At present there are four divisions of the Lyceum, known as the "Adelphic," "Olpmpic," "Crescent," and "Atheneum" Societies.

The public exercises of the Lyceum, and the special exercises of the societies give full and valuable opportunities for acquiring a correct knowledge of the rules and usages of deliberative bodies, and for practice in public reading, declamation and debate. These societies are now in possession of new and beautiful rooms, which they have decorated and furnished in an attractive style.

THE NORMAL NEWS.

This is a monthly educational and literary periodical conducted by the students, under the general supervision of a committee of the Faculty. It affords valuable opportunities for practice in literary work. It has had a successful life covering eleven years. Its managers have established an Annual Oratorical Contest among Normal School students. Eight contestants, four young women and four young men, are annually chosen as follows: one by each of the four Literary Societies, one by the Senior Class, one by the Junior Class, and two by the Faculty.

STUDENTS' CHRISTIAN ASSOCIATION.

A strong and vigorous society exists under this name. A suitable room is provided for its use. Its large membership is enthusiastic and earnest, and its influence upon the moral tone of the school is most salutary. The society is non-sectarian, broad and comprehensive in its spirit and purpose, the moral elevation of its members being its first and best purpose. All students are advised to enroll themselves in its membership, and thus to take advantage of the help which it freely offers. The association is making a vigorous effort to secure, through the contribution of students and sympathizing friends, a building devoted exclusively to its purposes.

CONVERSATIONS.

On the afternoon of one day in each week, from four to five o'clock, a Conversation is held by the Ladies of the Faculty with

the lady students, upon subjects of a practical and professional character. These Conversations embrace topics which can not be fully discussed in the class room, and are of great value.

LECTURE ASSOCIATION.

A committee of the Faculty has in charge the yearly arrangement of a most excellent course of lectures, concerts, and other valuable and instructive entertainments. This course has been regularly and successfully carried on for several years. The object of this enterprise is to furnish to students the opportunity of attending such a course at a very small expense. Thus far good seats for the entire course of ten or twelve evenings have been obtained by students at a cost of not more than ten or fifteen cents per evening.

INFORMATION CONCERNING TERMS AND VACATIONS, EXPENSES, ETC.

TERMS AND VACATIONS.

The school year is divided into two terms of twenty weeks each, although classes in many of the common branches are arranged to begin work at the middle of each term as well as at the beginning. See Announcements and Schedules of Daily Work.

The long vacation begins late in June and ends early in September. There are, during the school year, a vacation at the Christmas Holidays, and a spring vacation of one week beginning about April 10. Students are required to remain on duty until the last school exercise preceding a vacation is completed, and to be present at the hour of opening after a vacation.

EXPENSES.

Every student not holding an appointment from a member of the Legislature of Michigan, is required, each term, to pay five dollars in advance as an *admission* fee.

NOTE.—Each member of the Legislature is authorized by the Board of Education to appoint two students *from his district*, who will be received free of charge for admission on presentation of a certificate of appointment. The certificate must be presented at the time of admission. Each appointment is good for one year, unless sooner terminated by the expiration of the legislator's term of office; but in such cases the certificate will be held good during the time elapsing between December 31 and the end of the first term.

Students in Advanced Chemistry pay a fee of two dollars; in Physical Technics and Laboratory Practice, a fee of one and one-half dollars. In the department of Natural Sciences, students in Structural Botany, Structural Zoölogy, Biological Technics and Lithological Geology pay a fee of one dollar. Neither of these fees will be required more than once during each student's course of work. Those taking Kindergarten Instruction and Methods provide themselves with a full line of blank books for mounting their work. The cost of these books is about four dollars. Students, upon grad-

uation in either of the three years' courses pay a fee of two dollars for their certificates of graduation; those completing more advanced courses pay a diploma fee of three dollars.

BOARD AND ROOMS.

The School has no system of dormitories. Its students board and live in the homes of citizens. There is plenty of room for all. Terms are moderate, and there is a prevalent desire on the part of citizens to make these temporary homes of students pleasant and comfortable. In point of economy of living, the Normal School offers unsurpassed advantages. Most students take furnished rooms at from 75 cents to $1.25 per week, the difference in price being governed by the size and desirability of rooms. The usual practice is to obtain board with a club of students at rates averaging about $1.75 or $2.00 per week. Private board with furnished rooms is readily obtained in families, at rates varying from $3 to $4 per week.

The best way to arrange for living is to come and select, each for himself. Strangers having no acquaintance in the city are invited to come at once to the office of the Principal, where the clerk will give information concerning board and rooms and the addresses of persons offering accomodations.

Students are allowed to board at such places and under such regulations only as are approved by the Faculty. Young women and young men are not allowed to occupy rooms in the same house.

ADVICE TO STUDENTS EXPECTING TO ENTER.

Many students who come to the Normal School from other schools are found deficient in their knowledge of the elementary branches, and fail in their attempt to pass the academic phases of these studies, upon examination. It is especially advised that all who propose to enter make careful reviews, especially of Arithmetic, Grammar, Geography, Orthoëpy, and Spelling. Too often these subjects are learned in the grammar schools without subsequent reviews. This is a mistake. A teacher needs a more thorough knowledge of these subjects than it is possible to get in childhood. Reviews are needed after there is maturity and discipline to build upon. High Schools which provide for no review of the common branches in the eleventh or twelfth year, are weak in this respect.

It is to be remembered that the Faculty cannot accept standings

from other schools in third grade certificate studies (see page 19). If students would make thorough reviews before entering, much time would be saved.

LENGTH OF TIME REQUIRED

to complete a course. Students can best determine this for themselves, as follows: Observe the studies required in the course which you elect. Check out all third grade certificate studies (see page 19) which you are confident you can pass by examination. Next, check out all higher studies in which you can bring satisfactory standings, or in which you are ready for examination. Then compute the time required to complete what remain unchecked. Note that each term's work includes *four* studies of twenty weeks each, or their equivalent in ten-week studies—eighty weeks in all. You can thus determine, approximately, the number of weeks or terms required to complete the course selected.

COURSES OF STUDY.

Students are offered a choice from several Courses of Study, an account of which may be found at the proper place in this Register. These Courses have been arranged to meet the demands of the various grades of schools and the needs of the different classes of teachers. All the Courses of Study demand a nearly equal amount of professional training and instruction.

THE NINTH GRADE.

It will be seen that Ninth Grade Courses have been established. The teaching in this grade is a part of the training course of the Normal School. This grade connects the Grammar Grades of the Training School with the Normal School proper.

Instruction will be under immediate charge and supervision of the heads of the several departments. Students found deficient in their preparation in the common branches required for entry to the Normal School, will pursue preparatory studies in the classes of this grade.

COURSES FOR GRADUATES OF APPROVED HIGH SCHOOLS.

In another part of this Register will be found several one and two years' courses of study, on completion of which graduates of ap-

proved High Schools will be entitled to receive the certificate, or the diploma and certificate, to which the corresponding regular three and four years' courses lead.

COURSE FOR COLLEGE GRADUATES.

Attention is called to the advantages of the Course of Study especially designed for graduates in the Literary and Scientific Courses of the University and incorporated Michigan Colleges. (See Courses of Study.) It will be found to be purely professional in its character. Its studies occupy one half year, and it leads to a life certificate and the degree of Bachelor of Pedagogics.

CERTIFICATES, DIPLOMAS, ETC.

Students graduating in any of the courses are entitled to a certificate of qualification to teach in the Public Schools of Michigan. The three-years' courses lead to such a certificate, good for five years. The four years' courses lead to a life certificate and a diploma. The advanced (six-years') courses and the Course for College Graduates lead to the degree of Bachelor of Pedagogics and a life certificate.

REQUISITES FOR ADMISSION.

See also "Explanation of Courses."

Students entering the Normal School are required to sign the following declaration of the intention to teach. "I hereby declare that it is my intention to teach in the schools of the State of Michigan and that it is my purpose in entering this Normal School to make preparation for teaching in said Schools."

Graduates of approved High Schools will be admitted upon diploma, without entry examination. Other applicants for admission must sustain a satisfactory examination in the following subjects:

(*a.*) Arithmetic, including the facts, principles, and operations of simple and compound numbers, of fractions, of ratio and proportion, of percentage and its applications, and of square root.

(*b*) English Grammar, including the parts of speech and their uses or relations in connected discourse, and the structure and analysis of sentences.

(*c.*) Geography, including position, boundaries, and coast lines of grand divisions; location of the great plateaus and lower lands; position and direction of mountain ranges; the source, course, and discharge of rivers; boundaries, capitals, and chief cities of political divisions; and, in general, the contents of the maps of a good Grammar School Geography.

Note.—In general it may be said of the three studies named above, that students are admitted to membership in the Normal School proper, when examination shows them to be able to complete these subjects, in their academic aspects, in the ten-weeks' Teacher's Reviews named elsewhere in "List A" (of studies offered.)

(*d.*) Spelling.

(*e.*) Algebra. The preparatory work in Algebra includes the following topics: Addition, Subtraction, Multiplication, Division,

Factoring, Greatest Common Divisor, Least Common Multiple, and Fractions.

Preparatory classes in the Common Branches and Algebra will be organized in the Ninth Grade at the beginning of each term. These classes afford oportunity for those who are found deficient in any of the requisites for admission, to make the necessary preparation, but students will not be required to remain in any of these classes longer than is necessary to make up such deficiency.

Reference to the Courses of Study will show that these subjects, in their more advanced phases, are all pursued in the Normal School proper. The requisites mentioned in the preceding paragraphs are preparatory to these final courses.

The regular Normal School classes in Geography, Grammar, Arithmetic, Penmanship, Reading and Orthography, Civil Government, and Physiology are organized at the beginning of each half-term. Students will find it greatly to their advantage to enter at the beginning of a school year, or, if this is not practicable, at the beginning of a term. See "Announcements."

REQUISITES FOR ENTERING ADVANCED CLASSES.

If the examination for admission shows that a student is prepared to enter the School, a final examination will be given, when desired, in the academic matter of any study, and the student will be credited with the standing shown by such examination. Accepted standings from other schools will also be credited for advanced work; but

OBSERVE

that certificates of standing from other schools or institutions will not be taken in those branches required by law for the legal license to teach, namely: Orthography, Reading, Writing, Geography, Grammar, Arithmetic, U. S. History, Civil Government, and that part of Physiology and Hygiene which has special reference to the effect of alcoholic drinks, stimulants, and narcotics, upon the human system.

Certificates of standing, except in the third grade certificate studies named above, will be accepted in place of examinations, from schools as follows:

1. From the University of Michigan, the Agricultural College, and all incorporated Michigan Colleges.

2. From all schools whose graduates are admitted to the University upon diploma.

3. From High Schools, etc., approved by the board of Education, upon recommendation of the Faculty.

4. From all other Michigan schools engaged in High School work, upon the following conditions:

Students bringing standings from schools not yet placed upon the list of accepted schools, will be referred to the heads of the departments concerned, who will confer with them concerning the extent of their progress, the length of time given to each study, etc., satisfy themselves as to the thoroughness and extent of acquirement by examination more or less formal, as the case may require, and credit them with the full value of their work.

Under these conditions, all schools not at present upon the list are most cordially invited to send standings.

5. Certificates of standing must be signed by the proper officer of a college, or by the superintendent or principal teacher of the school which issues them, and *should state definitely the text-book used, the amount and quality of work done, and the time given to the study.* Blank forms for these certificates will be furnished on application.

If students are found seriously deficient in any branch of study for which they have received credit upon certificate, the right to require them to pursue such study in regular classes before graduation, is expressly reserved.

COURSES OF INSTRUCTION.

1. Four daily studies pursued for 40 weeks (160 weeks of work) constitute the regular work for one school year. The satisfactory completion of 480 weeks of such work (three years) makes up the amount necessary for the completion of either of the two courses leading to a certificate or license to teach in the public schools of Michigan, good for five years; and 640 weeks of such work are required for the completion of any of the four years' courses leading to a diploma and a life certificate. The several studies required in each course are set forth under "Courses of Study" on the following pages.

2. The Advanced Courses, leading to a life certificate, a diploma, and the degree of Bachelor of Pedagogics, cover 960 weeks of satisfactorily completed work as follows:

(*a.*) For those who have completed either of the three years' courses, 480 weeks of additional work selected from the studies named in lists A and B, or the full equivalent of such studies.

(*b.*) For those who have completed any one of the full four years' courses, (the Music Course excepted,) 320 weeks of additional work, selected as shown under 2, *a* above:

(*c.*) Provided, that among the studies so selected shall be professional studies as follows: Numbers 20 and 96 of List A, and numbers 100, 101 and 102 of List B, unless a record has already been made in them, and provided that the studies so selected include all the work offered by at least two of the following departments of this School, viz., Mental and Moral Science and Theory and Art of Teaching, History and Civics, Mathematics, French and German, Latin and Greek, Physical Sciences, Natural Sciences, and English Language and Literature, and provided that the studies selected outside of these two departments be pursued at least to the extent required for completing such studies in this School.

3. The "satisfactory completion" of any study is to be understood as follows:

(*a.*) A record earned in the study by regular class work, or by examination if the study be Arithmetic, Grammar, Geography, Spelling, Reading and Orthoëpy, Civil Government, History of the United States, or Physiology so far as it has special reference to the effects of stimulants and narcotics upon the human system.

(*b.*) In all other studies, a record earned as above, or by the presentation of approved standings.

Note.—Students are not allowed to take more than four studies at a time except in extraordinary cases, and then only on trial.

LIST A.

Of Studies offered in the Three and the Four Years' Courses, showing also the number of weeks which each study regularly occupies.

CIVICS.

1	Science of Government, Teacher's Review	10 weeks.
2	Political Economy	10 "

ENGLISH.

3	Reading and Orthoëpy, Teacher's Review	10 "
4	Grammar, Teacher's Review	10 "
5	Rhetoric	20 "
6	English Literature	20 "
7	Advanced English Literature	10 "
8	American Literature	20 "
9	Old and Middle English	20 "
10	Study of Masterpieces	20 "
11	Professional Training in Grammar	5 "
12	" " Reading	5 "

HISTORY.

13	U. S. Political History	20 "
14	English History	20 "
15	General History (except English)	20 "
16	Grecian and Roman History	20 "
17	English Constitutional History	20 "
18	Institutes of General History	20 "
19	Continental History	20 "
20	History of Education	10 "
21	Professional Training in History	10 "

LANGUAGES, ANCIENT.

22	Latin, 1st Term	20 "
23	" 2d "	20 "
24	" 3d "	20 "
25	" 4th "	20 "
26	" 5th "	20 "
27	" 6th "	20 "
28	" 7th "	20 "
29	" 8th "	20 "

30	Greek, 1st Term	20	weeks.
31	" 2d "	20	"
32	" 3d "	20	"
33	" 4th "	20	"
34	Classical Literature and Methods	10	"
	LANGUAGES, MODERN.		
35	French, 1st Term	20	"
36	" 2d "	20	"
37	" 3d "	20	"
38	" 4th "	20	"
39	" 5th "	20	"
40	German, 1st Term	20	"
41	" 2d "	20	"
42	" 3d "	20	"
43	" 4th "	20	"
44	" 5th "	20	"
45	" 6th "	20	"
46	" 7th "	20	"
47	Modern Literature and Methods	10	"
	MATHEMATICS.		
48	Book-keeping	10	"
49	Arithmetic, Teacher's Review	10	"
50	Algebra II	20	"
51	Algebra III	20	"
52	Plane Geometry	20	"
53	Solid Geometry	20	"
54	Higher Algebra	20	"
55	Trigonometry	10	"
56	Surveying	10	"
57	Calculus	20	"
58	Professional Training in Arithmetic	5	"
	MUSIC.		
59	Vocal Music	20	"
60	Advanced Vocal Music	20	"
61	Voice Culture I	20	"
62	" " II	20	"
63	" " III	20	"
64	" " IV	20	"
65	" " V	20	"
66	" " VI	20	"
67	Harmony I	20	"
68	" II	20	"
69	Musical Composition	20	"
70	History and Literature of Music	20	"
71	Counterpoint, etc	20	"
	NATURAL SCIENCES.		
72	Structural Botany	10	"
73	Systematic Botany	10	"
74	Structural and Comparative Zoölogy	20	"
75	Systematic Zoölogy	10	"
76	Biological Technics	10	"
77	Teacher's Review of Physiology and Hygiene	10	"
78	Lithological Geology	10	"
79	Dynamical Geology	10	"
80	Historical Geology	10	"

81	Geography, Teacher's Review	10 weeks.
82	Professional Training in Geography	5 "

PHYSICAL SCIENCES.

83	Physics I	20 "
84	" II	20 "
85	Advanced Physics	20 "
86	Chemistry	20 "
87	Advanced Chemistry	20 "
88	Astronomy	20 "
89	Physical Technics	10 "
90	Physical Laboratory Practice	10 "
91	Professional Training in Science	10 "

PENMANSHIP AND DRAWING.

92	Penmanship	10 "
93	Drawing	20 "
94	Advanced Drawing	20 "

MENTAL AND MORAL SCIENCE.

95	Psychology	20 "
96	Psychology Applied	20 "

97	Kindergarten Instruction and Methods	20 "
98	Practice Teaching	20 "
99	" "	20 "

NOTE ON LIST A.—Studies 61-71 are excluded from elective studies to be credited in making up a course, except when the student is pursuing the Music Course. Studies 76 and 90 are interchangeable in all courses. Work in any Ancient or Modern Language is not credited in making up the amount due in any course, until a record in such language covering at least three terms, has been earned. Vocal Music 59 and Advanced Vocal Music 60 are accepted as elective studies.

LIST B.

Additional Studies offered to Students in Advanced Courses.

100	Advanced Psychology	10 weeks.
101	Discussions and Comparisons of Educational Systems and Theories	10 "
102	Advanced Practice Teaching and Supervision	20 "
103	Entomology	20 "
104	Meteorology	10 "
105	General Geometry and Calculus	20 "
106	Advanced Rhetoric	20 "
107	Latin, 9th Term	20 "
108	" 10th "	20 "
109	" 11th "	20 "
110	" 12th "	20 "
111	Greek, 5th Term	20 "
112	" 6th "	20 "
113	" 7th "	20 "
114	" 8th "	20 "
115	Studies in German and French Literature	20 "
116	United States Constitutional History	20 "
117	Instrumental Astronomy	10

COURSES OF STUDY.

NINTH GRADE.—ENGLISH AND SCIENTIFIC COURSES.

NOTE.—The numbers placed after the names of studies in this and following Courses refer to the corresponding numbers in List A.

1st Term.
- Arithmetic.
- Vocal Music, 59.
- U. S. History.
- Grammar and Composition.

2d Term.
- Algebra I.
- Physiology.
- Grammar and Composition.
- Reading English Classics.

NINTH GRADE.—LANGUAGE COURSE.

1st Term.
- Arithmetic.
- Grammar and Composition.
- U. S. History.
- Latin I, 22, or German I, 40.

2d Term.
- Algebra I.
- Vocal Music, 59.
- Physiology.
- Latin II, 23, or German II, 41.

FIVE YEARS' CERTIFICATE COURSE.

FIRST YEAR.

1st Term.
- Drawing, 93.
- Rhetoric, 5.
- Algebra II, 50.
- *Elective.*

2d Term.
- English History, 14.
- Botany, 72 and 73.
- Algebra III, 51.
- *Elective.* | Rdg. and Orth., Tchr. Rev., 3.

SECOND YEAR.

1st Term.
- *Elective.*
- English Literature, 6.
- Plane Geometry, 52.
- Arithmetic, Tchr. Rev., 49. | Grammar, Tchr. Rev., 4.

2d Term.
- Sci. of Govt., Tchr. Rev., 1. | Zoölogy, 75.
- Physics I, 83.
- Psychology, 95.
- Geography, Tchr. Rev., 81. | Penmanship, 92.

THIRD YEAR.

1st Term
- History of Education, 20. | Physiology, Tchr. Rev., 77.
- U. S. Political History, 13.
- Physics II, 84.
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog., Prof. Tr., 58, 82.

2d Term
- Psychology Applied, 96.
- Hist. or Sci., Prof. Tr., 21 or 91. Lab. Prac., 90, or Biol. Tech., 76.
- Teaching, 98.
- Teaching, 99.

KINDERGARTEN COURSE.

FIRST YEAR.

1st Term.
- Drawing, 93.
- Rhetoric, 5.
- Algebra II, 50.
- Vocal Music, 59.

2d Term.
- English History, 14.
- Botany, 72 and 73.
- Algebra III, 51.
- Physiology, Tchr. Rev., 77. | Rdg. & Orth., Tchr. Rev., 3.

SECOND YEAR.

1st Term.
- English Literature, 6.
- Plane Geometry, 52.
- Arithmetic, Tchr. Rev., 49. | Grammar, Tchr. Rev., 4.
- Penmanship, 92. | Geog., Tchr. Rev., 81.

2d Term.
- Physics I, 83.
- Psychology, 95.
- Sci. of Govt., Tchr. Rev., 1. | Zoölogy, 75.
- Solid Geometry, 53.

THIRD YEAR.

1st Term.
- Kindergarten Instruction and Methods, 97.
- U. S. Political History, 13.
- Physics II, 84.
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog., Prof. Tr., 58, 82.

2d Term.
- Psychology Applied, 96.
- History of Education, 20. | Lab. Prac., 90, or Biol. Tech., 76.
- Teaching, 98.
- Teaching, 99.

LITERARY COURSE.

FIRST YEAR.

1st Term.
- Drawing, 93.
- Rhetoric, 5.
- Algebra II, 50.
- Arithmetic, Tchr. Rev., 46. | Grammar, Tchr. Rev. 4.

2d Term.
- English History, 14.
- Botany, 72 and 73.
- Algebra III, 51.
- *Elective.* | Rdg. & Orth., Tchr. Rev., 3.

SECOND YEAR.

1st Term.
- English Literature, 6.
- General History, 15.
- Geog., Tchr. Rev., 78. | Penmanship, 92.
- *Elective.*

2d Term.
- Advanced English Literature, 7. | Political Economy, 2.
- Plane Geometry, 52.
- Sci. of Govt., Tchr. Rev., 1. | Zoölogy, 75.
- *Elective.*

THIRD YEAR.

1st Term.
- U. S. Political History, 13.
- Psychology, 95.
- Physics I, 83.
- *Elective.*

2d Term.
- American Literature, 8.
- Psychology Applied, 96.
- Physics II, 84.
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog., Prof. Tr., 58, 82.

FOURTH YEAR.

1st Term
- Old and Middle English, 9.
- English Constitutional History, 17.
- Teaching, 98.
- Teaching, 99.

2d Term.
- Study of Masterpieces, 10.
- Institutes of History, 18.
- History, Prof. Tr., 21. | Physiology, Tchr. Rev., 77.
- History of Education, 20. | Lab. Prac., 90, or Biol. Tech., 76.

SCIENTIFIC COURSE.

FIRST YEAR.

1st Term.
- Drawing, 93.
- Rhetoric, 5.
- Algebra II, 50.
- Sci. of Govt., Tchr. Rev., 1. | Rdg. & Orth., Tchr. Rev., 3.

2d Term.
- Advanced Drawing. 94.
- Botany, 72 and 73.
- Algebra III, 51.
- Penmanship, 92. | Geography, Tchr. Rev., 81.

SECOND YEAR.

1st Term.
- Zoölogy, 74.
- Plane Geometry, 52.
- English Literature, 6.
- General History, 15.

2d Term.
- Physics I, 83.
- Solid Geometry, 53.
- Psychology, 95.
- Arithmetic, Tchr. Rev., 49. | Grammar, Tchr. Rev., 4.

THIRD YEAR.

1st Term.
- Physics II, 84.
- Chemistry, 86.
- U. S. Political History, 13.
- Psychology Applied, 96.

2d Term.
- Trigonometry, 55. | Laboratory Practice, 90, or Biol. Tech., 76.
- Higher Algebra, 54, or *Elective.*
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog., Prof. Tr., 58, 82.
- Advanced Chemistry, 87.

FOURTH YEAR.

1st Term
- Lithological and Dynamical Geology, 78, 79.
- Calculus, 57.
- Teaching, 98.
- Teaching, 99.

2d Term.
- Astronomy, 88.
- Advanced Physics, 85.
- History of Education, 20. | Physiology, Tchr. Rev., 77.
- Science, Prof. Tr., 91. | Physical Tech., 89, or Historical Geol., 80.

LITERARY SCIENTIFIC COURSE.

FIRST YEAR.

1st Term.
- Drawing, 93.
- Rhetoric, 5.
- Algebra II, 50.
- *Elective.*

2d Term.
- English History, 14.
- Botany, 72 and 73.
- Algebra III, 51.
- Rdg. & Orth., Tchr. Rev., 3. | Sci. of Govt., Tchr. Rev., 1.

SECOND YEAR.

1st Term.
- English Literature, 6.
- Zoölogy, 74.
- General History, 15.
- Arith., Tchr. Rev., 49. | Gram., Tchr. Rev., 4.

2d Term.
- Advanced English Literature, 7. | Political Economy, 2.
- Plane Geometry, 52.
- Geog., Tchr. Rev., 81. | Penmanship, 92.
- *Elective.*

THIRD YEAR.

1st Term.
- U. S. Political History, 13.
- Psychology, 95.
- Physics I, 83.
- Solid Geometry, 53.

2d Term.
- American Literature, 8.
- Psychology Applied, 96.
- Physics II, 84.
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog., Prof. Tr., 58, 82.

FOURTH YEAR.

1st Term.
- *Elective.*
- Chemistry, 86.
- Teaching, 98.
- Teaching, 99.

2d Term.
- Advanced Chemistry, 87.
- History of Education, 20. | Lab. Prac., 90, or Biol. Tech., 76.
- Hist. or Sci., Prof. Tr., 21 or 91. | Physiology, Tchr. Rev., 77.
- History, 17 or 18.

ANCIENT CLASSICAL COURSE.

FIRST YEAR.

1st Term.
- Latin I, 22. (9th Grade.)
- Drawing, 93.
- Algebra II, 50.
- Sci. of Govt., Tchr. Rev., 1. | Rdg. & Orth., Tchr. Rev., 3.

2d Term.
- Latin II, 23. (9th Grade.)
- Grecian and Roman History, 16.
- Algebra III, 51.
- Botany, 72, 73.

SECOND YEAR.

1st Term.
- Latin III, 24.
- Greek I, 30.
- Rhetoric, 5.
- Geog., Tchr. Rev., 81. | Penmanship, 92.

2d Term.
- Latin IV, 25.
- Greek II, 31.
- Plane Geometry, 52.
- Arithmetic, Tchr. Rev., 49. | Grammar, Tchr. Rev., 4.

THIRD YEAR.

1st Term.
- Latin V, 26.
- Greek III, 32.
- Psychology, 95.
- Solid Geometry, 53.

2d Term.
- Latin VI, 27.
- Greek IV, 33.
- Psychology Applied, 96.
- Physics I, 83.

FOURTH YEAR.

1st Term.
- Latin VII, 28.
- U. S. Political History, 13.
- History of Education, 20. | Classical Lit. & Methods, 34.
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog., Prof. Tr., 58, 82.

2d Term.
- Latin VIII, 29.
- Physiology, Tchr. Rev., 77. | Lab. Prac., 90, or Biol. Tech., 76.
- Teaching, 98.
- Teaching, 99.

MODERN CLASSICAL COURSE.

FIRST YEAR.

1st Term.
- German I, 40. (9th Grade.)
- Algebra II, 50.
- Drawing, 93.
- Rdg. & Orth., Tchr. Rev., 3. | Sci. of Govt., Tchr. Rev., 1.

2d Term.
- German II, 41. (9th Grade.)
- Algebra III, 51.
- Botany, 72, 73.
- Geography, Tchr. Rev., 81. | Penmanship, 92.

SECOND YEAR.

1st Term.
- German III, 42.
- French I, 35.
- Rhetoric, 5.
- Continental History, 19.

2d Term.
- German IV, 43.
- French II, 36.
- Psychology, 95.
- Arithmetic, Tchr. Rev., 49. | Grammar, Tchr. Rev., 4.

THIRD YEAR.

1st Term.
- German V, 44.
- French III, 37.
- Plane Geometry, 52.
- U. S. Political History, 13.

2d Term.
- German VI, 45.
- French IV, 38.
- Solid Geometry, 53.
- Physics I, 83.

FOURTH YEAR.

1st Term.
- French V, 39.
- History of Education, 20. | Lab. Prac., 90, or Biol. Tech., 76.
- Modern Lit. & Meth., 47. | Physiology, Tchr. Rev., 77.
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog., Prof. Tr., 58, 82.

2d Term.
- German VII, 46.
- Psychology Applied, 96.
- Teaching, 98.
- Teaching, 99.

ENGLISH GERMAN COURSE.

FIRST YEAR.

1st Term.
- German I, 40. (9th Grade.)
- Algebra II, 50.
- Drawing, 93.
- Sci. of Govt., Tchr. Rev., 1. | Rdg. & Orth., Tchr. Rev., 3.

2d Term.
- German II, 41. (9th Grade.)
- Algebra III, 51.
- Botany, 72, 73.
- Rhetoric, 5.

SECOND YEAR.

1st Term.
- German III, 42.
- Plane Geometry, 52.
- Continental History, 19.
- English Literature, 6.

2d Term.
- German IV, 43.
- Solid Geometry, 53.
- Physics I, 83.
- Arithmetic, Tchr. Rev., 49. | Grammar, Tchr. Rev., 4.

THIRD YEAR.

1st Term.
- German V, 44.
- Psychology, 95.
- Geography, Tchr. Rev., 81. | Penmanship, 92.
- Physics II, 84.

2d Term.
- German VI, 45.
- American Literature, 8.
- Psychology Applied, 96.
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog., Prof. Tr., 58, 82.

FOURTH YEAR.

1st Term.
- Chemistry, 86, or Zoölogy, 74.
- Modern Lit. & Meth., 47. | Physiology, Tchr. Rev., 77.
- Teaching, 98.
- Teaching, 99.

2d Term.
- German VII, 46.
- History of Education, 20. | Lab. Prac, 90, or Biol. Tech., 76.
- *Elective.*
- U. S. Political History, 13.

ENGLISH FRENCH COURSE.

FIRST YEAR.

1st Term.
- Vocal Music, 59.
- Drawing, 93.
- Algebra II, 50.
- Rdg. & Orth., Tchr. Rev., 3. | Sci. of Govt., Tchr. Rev., 1.

2d Term.
- Botany, 72 and 73.
- Rhetoric, 5.
- Algebra III, 51.
- Geog., Tchr. Rev., 81. | Penmanship, 92.

SECOND YEAR.

1st Term.
- French I, 35.
- Continental History, 19.
- English Literature, 6.
- *Elective.*

2d Term.
- French II. 36.
- Plane Geometry, 52.
- Arith., Tchr. Rev., 49. | Gram., Tchr. Rev., 4.
- *Elective.*

THIRD YEAR.

1st Term.
- French III, 37.
- Solid Geometry, 53.
- Physics I, 83.
- Psychology, 95.

2d Term.
- French IV, 38.
- American Literature, 8.
- Physics II, 84.
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog., Prof. Tr., 58, 82.

FOURTH YEAR.

1st Term.
- French V, 39.
- Modern Lit. and Meth., 47. | Physiology, Tchr. Rev., 77.
- Teaching, 98.
- Teaching, 99.

2d Term.
- U. S. Political History, 13.
- History of Education, 20. | Lab. Prac., 90, or Biol. Tech., 76.
- *Elective.*
- Psychology Applied, 96.

LATIN GERMAN COURSE.

FIRST YEAR.

1st Term.
- Latin or German I (9th Grade), 22 or 40.
- Algebra II, 50.
- Drawing, 93, or Vocal Music, 59.
- Sci. of Govt., Tchr. Rev., 1. | Rdg. & Orth., Tchr. Rev., 3.

2d Term.
- Latin or German II (9th Grade), 23 or 41.
- Algebra III, 51.
- Grecian and Roman History, 16.
- Rhetoric, 5.

SECOND YEAR.

1st Term.
- Latin III, 24.
- German III, 42.
- Continental History, 19.
- Arithmetic, Tchr. Rev., 49. | Grammar, Tchr. Rev. 4.

2d Term.
- Latin IV, 25.
- German IV, 43.
- U. S. Political History, 13.
- Geog., Tchr. Rev., 81. | Penmanship, 92.

THIRD YEAR

1st Term.
- Latin V, 26.
- German V, 44.
- Psychology, 95.
- Plane Geometry, 52.

2d Term.
- Latin VI, 27.
- German VI, 45.
- Solid Geometry, 53.
- Psychology Applied, 96.

FOURTH YEAR.

1st Term.
- Latin VII, 28.
- History of Education, 20. | Physiology, Tchr. Rev., 77.
- Modern Lit. and Meth., 47. | Classical Lit. and Meth., 34.
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog., Prof. Tr., 58, 82

2d Term.
- Latin VIII, 29.
- German VII, 46.
- Teaching, 98.
- Teaching, 99.

ENGLISH LATIN COURSE.

FIRST YEAR.

1st Term.
- Latin I, 22. (9th Grade.)
- Algebra II, 50.
- Drawing, 93.
- Sci. of Govt., Tchr. Rev., 1. | Rdg. & Orth., Tchr. Rev., 3.

2d Term.
- Latin II, 23. (9th Grade.)
- Grecian and Roman History, 16.
- Algebra III, 51.
- Botany, 72, 73.

SECOND YEAR.

1st Term.
- Latin III, 24.
- Rhetoric, 5.
- Plane Geometry, 52.
- Geog., Tchr. Rev., 81. | Penmanship, 92.

2d Term.
- Latin IV, 25.
- Psychology, 95.
- Solid Geometry, 53.
- Arithmetic, Tchr. Rev., 49. | Grammar, Tchr. Rev., 4.

THIRD YEAR.

1st Term.
- Latin V, 26.
- Psychology Applied, 96.
- Physics I, 83.
- English Literature, 6.

2d Term.
- Latin VI, 27.
- American Literature, 8.
- Physics II, 84.
- Rdg. & Gram, Prof. Tr., 12, 11. | Arith. & Geog., Prof. Tr., 58, 82.

FOURTH YEAR.

1st Term.
- Latin VII, 28.
- Physiology, Tchr. Rev., 77. | Classical Lit. and Meth., 34.
- Teaching, 98.
- Teaching, 99.

2d Term
- Latin VIII, 29.
- History of Education, 20. | Lab. Prac., 90, or Biol. Tech., 76.
- *Elective.*
- U. S. Political History, 13.

SHORTER GERMAN COURSE.

FIRST YEAR.

1st Term.
- German I, 40.
- Algebra II, 50.
- Drawing, 93.
- Sci. of Govt., Tchr., Rev., 1. | Rdg. and Orth., Tchr. Rev., 3.

2d Term.
- German II, 41.
- Algebra III, 51.
- Botany, 72 and 73.
- Vocal Music, 59, or English History, 14.

SECOND YEAR.

1st Term.
- German III, 42.
- Plane Geometry, 52.
- Continental History, 19.
- Rhetoric, 5.

2d Term.
- German IV, 43.
- Solid Geometry, 53.
- Physics I, 83.
- Arithmetic, Tchr. Rev., 49. | Grammar, Tchr. Rev., 4.

THIRD YEAR.

1st Term.
- Geog., Tchr. Rev., 81. | Penmanship, 92.
- Psychology, 95.
- English Literature, 6.
- Physics II, 84.

2d Term.
- *Elective.*
- American Literature, 8.
- Psychology Applied, 96.
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog., Prof. Tr., 58, 82.

FOURTH YEAR.

1st Term
- Chemistry, 84, or Zoölogy, 72 and 73.
- Modern Lit. and Methods, 47. | Physiology, Tchr. Rev., 77.
- Teaching, 98.
- Teaching, 99.

2d Term.
- Astronomy, 88, or Chemistry, 87, or Study of Masterpieces, 10.
- History of Education, 20. | Lab. Prac., 90, or Biol. Tech., 76.
- *Elective.*
- U. S. Political History, 13.

MUSIC COURSE.

FIRST YEAR.

1st Term.
- Vocal Music, 59.
- Voice Culture I, 61.
- Sci. of Govt., Tchr. Rev., 1. | Rdg. and Orth., Tchr. Rev., 3.
- Modern Language.

2d Term.
- Advanced Vocal Music, 60.
- Voice Culture II, 62.
- Rhetoric, 5.
- Modern Language.

SECOND YEAR.

1st Term.
- Counterpoint, 71.
- Voice Culture III, 63, or Instrumental Music.
- General History, 15.
- Modern Language.

2d Term.
- Harmony I, 67.
- Voice Culture IV, 64, or Instrumental Music.
- Psychology, 95.
- Modern Language.

THIRD YEAR.

1st Term.
- Harmony II, 68.
- English Literature, 6.
- U. S. Political History, 13.
- Arithmetic, Tchr. Rev., 49. | Grammar, Tchr. Rev., 4.

2d Term.
- Voice Culture V, 65, or Instrumental Music.
- Geography, Tchr. Rev., 81. | Penmanship, 92.
- Physics I, 83.
- Psychology Applied, 96.

FOURTH YEAR.

1st Term
- Musical Composition, 69.
- Physics II, 84.
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog., Prof. Tr., 58, 82.
- Physiology, Tchr. Rev., 77. | *Elective.*

2d Term.
- History and Literature of Music, 70.
- Voice Culture VI, 66, or Instrumental Music.
- Teaching, 98.
- Teaching, 99.

NOTES ON THE THREE AND THE FOUR YEARS' COURSES OF STUDY.

1. In the choice of Elective Studies, regard must be had to the schedule of daily exercises. That is, the choice of such studies may be limited, in certain instances, by the possibilities of the schedule. It will sometimes happen that a desired elective study cannot be taken on account of conflict with some required study.

2. The choice of elective studies must also be made with due regard to suitable and necessary sequence. No study may be selected until the student is prepared for it by adequate knowledge of whatever necessarily precedes it. A record of the Teachers' Reviews of Arithmetic, Grammar, Geography, and Reading and Orthography, and at least ten weeks in Psychology should precede Professional Training in common branches.

3. When the word *Elective* occurs in any course of study, *Vocal Music* or *Advanced Vocal Music* will be taken as the equivalent of any other study.

PROFESSIONAL COURSE FOR GRADUATES OF COLLEGES.

Persons holding an academic degree from the University of Michigan or from an incorporated college, may receive a life license to teach and the degree of Bachelor of Pedagogics, upon completion of the following course, provided this academic work, done in college, be equivalent to the requirements made of Normal students for the degree of B. Pd.

1	Mental Science Applied to Teaching.....	20 weeks.
2	Professional Training in Common Branches.....	20 "
3	History of Education.....	10 "
4	Practice Teaching and Supervision.....	20 "

The applicant must furnish satisfactory evidence by examination or otherwise that he has thorough knowledge of common branches as follows: Spelling and Orthoëpy, Grammar, Geography, Arithmetic, History of the United States, Civil Government, and Physiology and Hygiene so far as they have reference to the effects of narcotics and stimulants upon the human system. A residence of one-half year is also required.

THE DEGREE OF BACHELOR OF PEDAGOGICS.

Upon recommendation by the Faculty, this degree may be conferred, under the conditions set forth on p. 21, *2 a, b and c.*

THE DEGREE OF MASTER OF PEDAGOGICS.

1. Any person holding the degree of Bachelor of Pedagogics of the Michigan State Normal School, may upon application, receive the degree of Master of Pedagogics upon the following conditions:

(*a.*) He shall furnish evidence satisfactory to the Faculty that he has been engaged in teaching or in school supervision continuously and with pronounced success for five years since receiving the Bachelor's degree.

(*b.*) He shall prepare and present a thesis acceptable to the said Faculty, upon some subject connected with the History, Science, or Art, of Education, the Faculty reserving the right to assign the subject of such thesis.

COURSES FOR HIGH SCHOOL GRADUATES.

These courses, as given in the following pages, have been formed to meet the wants of such High School graduates as desire to prepare for teaching, and they are open to all who have completed a course in a twelve-grade High School approved by the State Board of Education upon recommendation of the Faculty of the Normal School. (For Conditions of approval, see below.)

The courses of study of such approved schools should embrace Arithmetic, Algebra, Plane and Solid Geometry; English Grammar, Rhetoric, English Literature; Political, Mathematical, and Physical Geography; Botany, Physiology, Elements of Zoölogy; Physics, Chemistry; Civil Government, United States History, General History; Grecian and Roman History; English History; Latin, four years; Greek, two years; German, two years; French, one year. Schools whose courses of study do not embrace all these groups of subjects, as indicated above, may be approved for one or more of their courses and their graduates will be admitted to such work in the Normal School as their preparation will warrant.

The High Schools of the state are cordially invited to enter into this relation with the State Normal School, and to gain a place on the list of approved schools, by making a request to this effect, either through the Principal, or Superintendent, or any officer of the School Board, accompanied by a School Catalogue or other evidence of the character of the work done.

When the status of any school shall have been determined either by means of the material thus furnished, or by visitation or otherwise, such school will be informed of the decision made with reference to it, and, if favorable, its graduates will be admitted without examination to such of the courses shown below as their High School work has prepared them to enter, *provided they present their diplomas within two and one half years from the time of their graduation.*

Schools which shall be approved shall be entitled to send their graduates on diploma for a period of three years after date of approval, provided that in this period no important changes affecting the courses of study and the efficiency of the instruction be made. In case of such changes, the Faculty reserve the right to make another inspection. It is expected that the authorities of each approved school shall annually send to the Principal a catalogue of the school, or, if no catalogue is published, that they shall send a statement, giving the names of the teachers, the number of pupils, and a description of the courses of study.

The Courses for High School graduates are as follows:

ONE YEAR COURSES.

LEADING TO A FIVE YEARS' CERTIFICATE.

NOTE.—The numbers placed after the names of studies in this and following Courses refer to the corresponding numbers in Lists A and B.

1.

1st Term.
- Psychology, 95.
- Rdg. and Orth., Tchr. Rev., 3. | Geog, Tchr. Rev., 81.
- Arithmetic, Tchr. Rev., 49. | Grammar, Tchr. Rev., 4.
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog., Prof. Tr., 58, 82.

2d Term.
- Psychology Applied, 96.
- Teaching, 98.
- Teaching, 99.
- History of Education, 20. | Lab. Prac., 90, or Biol. Tech., 76.

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2. KINDERGARTEN COURSE.

1st Term.
- Psychology, 95.
- Arithmetic, Tchr. Rev., 49. | Grammar, Tchr. Rev., 4.
- Kindergarten Instruction and Methods, 97.
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog, Prof. Tr., 59, 82.
- Vocal Music, 10 weeks.

2d Term.
- Psychology Applied, 96.
- Teaching, 98.
- Teaching, 99.
- History of Education, 20. | Lab. Prac., 90, or Biol. Tech., 76.

NOTE.—It is assumed that students selecting this course have a knowledge of Drawing. In case they do not, provision will be made for instruction in this subject.

TWO YEARS' COURSES.

LEADING TO A DIPLOMA AND A LIFE CERTIFICATE.

1. KINDERGARTEN COURSE.

FIRST YEAR.

1st Term.
- Drawing, 93.
- Psychology, 95.
- Tchr. Rev. of Arithmetic, 49. | Tchr. Rev. of Grammar, 4.
- Tchr. Rev. of Rdg. and Orth., 3. | Tchr. Rev. of Geog., 81.

2d Term.
- Botany, 72, 73.
- American Literature, 8.
- Tchr. Rev. Physiology & Hyg., 77. | Penmanship, 92.
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog., Prof. Tr., 58, 82.

SECOND YEAR.

1st Term.
- Zoölogy, 74, 75.
- U. S. Political History, 13.
- Vocal Music, 59.
- Kindergarten Instruction, 97.

2d Term.
- Psychology Applied, 96.
- Teaching, 98.
- Teaching, 99.
- History of Education, 20. | Lab. Prac., 90, or Biol. Tech., 76.

Note.—Students beginning this Course at the opening of the Spring Term (February), will take Zoölogy and U. S. Political History in the second term and Botany and American Literature in the third term.

2. LITERARY COURSE.

FIRST YEAR.

1st Term.
- Drawing, 93.
- Arithmetic, Tchr. Rev., 49. | Grammar, Tchr. Rev., 4.
- U. S. Political History, 13.
- Psychology, 95.

2d Term.
- Rdg. & Orth., Tchr. Rev., 3. | Geog., Tchr. Rev., 81.
- Psychology Applied, 96.
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog., Prof. Tr., 58, 82
- Advanced English Literature, 7. | Sci. of Govt., Tchr. Rev., 1.

SECOND YEAR.

1st Term.
- Old and Middle English, 9.
- History, Prof. Tr., 21. | Physiology, Tchr. Rev., 77.
- Teaching, 98.
- Teaching, 99.

2d Term.
- Study of Masterpieces, 10.
- English Constitutional History, 17.
- History of Education, 20. | Lab. Prac., 90, or Biol. Tech., 76.
- History, 17 or 18.

3. SCIENTIFIC COURSE.

FIRST YEAR.

1st Term.
- Psychology, 95.
- Drawing, 93.
- Rdg. & Orth., Tchr. Rev., 3. | Geog., Tchr. Rev., 78.
- Arithmetic, Tchr. Rev., 49. | Grammar, Tchr. Rev., 4.

2d Term.
- Trigonometry, 55. | Lab. Prac., 90, or Biol. Tech., 76.
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog., Prof. Tr., 58, 82.
- U. S. Political History, 13.
- Botany, 73. | Sci. of Govt., Tchr. Rev., 1.

SECOND YEAR.

1st Term.
- Higher Algebra or Calculus, 54 or 57.
- Science, Prof. Tr., 91. | Physiology, Tchr. Rev., 77.
- Teaching, 98.
- Teaching, 99.

2d Term.
- Advanced Chemistry, 87.
- Advanced Physics, 84.
- History of Education, 20. | Physical Tech., 89, or Hist. Geol., 80.
- Psychology Applied, 96.

4. ANCIENT CLASSICAL COURSE.

FIRST YEAR.

1st Term.
- Latin IX, 107, or Greek V, 111.
- Drawing, 93.
- Rdg. and Orth., Tchr. Rev., 3. | Geog., Tchr. Rev., 81.
- Psychology, 95.

2d Term.
- Latin X, 108, or Greek VI, 112.
- Arithmetic, Tchr. Rev., 49. | Grammar, Tchr. Rev., 4.
- U. S. Political History, 13.
- Sci. of Govt., Tchr. Rev., 1. | *Elective.*

SECOND YEAR.

1st Term.
- Latin XI, 109, or Greek VII, 113, or *Elective.*
- History of Education, 20. | Lab. Prac., 90, or Biol. Tech., 76.
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog, Prof. Tr., 58, 82.
- Physiology, Tchr. Rev., 77. | Classical Lit. and Meth., 34.

2d Term.
- Latin XII, 110, or Greek VIII, 114, or *Elective.*
- Psychology Applied, 96.
- Teaching, 98.
- Teaching, 99.

5. MODERN CLASSICAL COURSE.

FIRST YEAR.

1st Term.
- German V, 44, or French III, 37.
- U. S. Political History, 13.
- Psychology, 95.
- *Elective.* | Geog., Tchr. Rev., 81.

2d Term.
- German VI, 45, or French IV, 38.
- Arithmetic, Tchr. Rev., 49. | Grammar, Tchr. Rev., 4.
- Drawing, 93.
- Rdg. & Orth., Tchr. Rev., 3. | Sci. of Govt., Tchr. Rev., 1.

SECOND YEAR.

1st Term.
- French V, 36, or *Elective.*
- History of Education, 20. | Lab. Prac., 90, or Biol. Tech., 76.
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog., Prof. Tr., 58, 82.
- Modern Lit. and Meth., 47. | Physiology, Tchr. Rev., 77.

2d Term.
- German VII, 46.
- Psychology Applied, 96.
- Teaching, 98.
- Teaching, 99.

6. ENGLISH GERMAN COURSE.

FIRST YEAR.

1st Term.
- German V, 44.
- Psychology, 95.
- Rdg. & Orth., Tchr. Rev., 3. | Geog., Tchr. Rev., 81.
- Arithmetic, Tchr. Rev., 49. | Grammar, Tchr. Rev., 4.

2d Term.
- German VI, 45.
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog., Prof. Tr., 58, 82.
- Drawing, 93.
- Psychology Applied, 96.

SECOND YEAR.

1st Term.
- Chemistry, 86, or Zoölogy, 74.
- Modern Lit. and Meth., 47. | Physiology, Tchr. Rev., 77.
- Teaching, 98.
- Teaching, 99.

2d Term.
- German VII, 46.
- Sci. of Govt., Tchr. Rev., 1. | *Elective.*
- U. S. Political History, 13.
- History of Education, 20. | Lab. Prac., 90, or Biol. Tech., 76.

7. ENGLISH FRENCH COURSE.

FIRST YEAR.

1st Term.
- French III, 37.
- Psychology, 95.
- Rdg. and Orth., Tchr. Rev., 3. | Geography, Tchr. Rev., 81.
- Arithmetic, Tchr. Rev., 49. | Grammar, Tchr. Rev., 4.

2d Term.
- French IV, 38.
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog., Prof. Tr., 58, 82.
- Drawing, 93.
- Psychology Applied, 96.

SECOND YEAR.

1st Term.
- French V, 39.
- Modern Lit. & Meth., 47. | Physiology, Tchr. Rev., 77.
- Teaching, 98.
- Teaching, 99.

2d Term.
- American Literature, 8.
- Sci. of Govt., Tchr. Rev., 1. | *Elective.*
- U. S. Political History, 13.
- History of Education, 20. | Lab. Prac., 90, or Biol. Tech., 76.

8. LATIN GERMAN COURSE.

FIRST YEAR.

1st Term.
- German V, 44.
- U. S. Political History, 13.
- Rdg. and Orth., Tchr. Rev., 3. | Geog., Tchr. Rev., 81.
- Psychology, 95.

2d Term.
- German VI, 45.
- Drawing, 93.
- Arithmetic, Tchr. Rev., 49. | Grammar, Tchr. Rev., 4.
- History of Education, 20. | Physiology, Tchr. Rev., 77.

SECOND YEAR.

1st Term.
- Latin IX, 107.
- *Elective.* | Sci. of Govt., Tchr. Rev., 1.
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog., Prof. Tr., 58, 82.
- Modern Lit. and Methods, 47. | Classical Lit. and Methods, 34.

2d Term.
- German VII, 46.
- Psychology Applied, 96.
- Teaching, 98.
- Teaching, 99.

9. LITERARY SCIENTIFIC COURSE.

FIRST YEAR.

1st Term.
- Drawing, 93.
- Arithmetic, Tchr. Rev., 49. | Grammar, Tchr. Rev., 4.
- U. S. Political History, 13.
- Psychology, 95.

2d Term.
- Rdg. and Orth., Tchr. Rev., 3. | Geog., Tchr. Rev., 81.
- Psychology Applied, 96.
- Rdg. & Gram., Prof. Tr., 12, 11. | Arith. & Geog., Prof. Tr., 58, 82.
- Adv. English Literature, 7. | Sci. of Govt., Tchr. Rev., 1.

SECOND YEAR.

1st Term.
- Chemistry, 86.
- Hist. or Sci., Prof. Tr., 21 or 91. | Physiology, Tchr. Rev., 77.
- Teaching, 98.
- Teaching, 99.

2d Term.
- Chemistry Advanced, 87.
- Americsn Literature, 8.
- History of Education, 20. | Lab. Prac., 90, or Biol. Tech., 76.
- History, 17 or 18.

EXPLANATION OF COURSES.

GENERAL INSTRUCTION IN THE SCIENCE AND ART OF TEACHING.

This course precedes the special courses in methods of teaching the various branches, and is designed to prepare the student to receive such special instruction with advantage. At least ten weeks of instruction in Psychology must precede any such special instruction in methods of teaching.

1. The course includes the study, for one full term of twenty weeks, of the *Elements of Psychology*, embracing the elementary principles of both mental and moral science. The truth is recognized that the art of teaching must be based upon the science of education, and that the science of education has its ultimate basis in the science of mind. Methods of teaching can be only empirical to those who possess no knowledge of the powers of the soul or of the various modes of mental activity.

(2.) After this preliminary study of the mind, instruction is given for twenty weeks in the *General Application of Psychology* to the theory of education and to the art of teaching, including the subjects of school organization, school government, and related topics.

The discussions under this head include a consideration of the nature and purposes of education; of the agencies and forces employed in the work of educating the child; the province and work of schools and teachers; and the extent and limitations of their responsibility.

The order in which both the physical and mental powers are developed; the conditions of harmonious and healthy development, and the means by which such development is best secured, are also considered.

From the laws of development and from the fundamental laws of the mind's activity, which together constitute the most essential

principles of the science of education or pedagogics, both general and special laws of teaching and pedagogy are deduced. An effort is made, by familiar illustrations and examples, to show the practical value of these laws in the work of the school and in the class room. Special applications of these laws to particular branches of instruction are made by the heads of the various departments, and also by those in charge of the Training School.

(3.) Instruction is given in respect to the *School System and School Laws of Michigan*; and in this connection the duties, obligations, and rights of teachers are considered. Attention is also given to the powers and duties of School Boards, of Superintendents and Principals of graded schools, and the subordinate teachers in such schools.

The character of ungraded schools; the peculiar nature of graded schools; the processes of grading and classifying; the principles which should guide in the promotion of pupils; modes of examination with their benefits and evils, and other related topics, are fully discussed.

(4.) *The History of Education* occupies half of one term. Attention is given to the history of schools, of school systems, and of education generally. Instruction is given partly by lectures with references for abundant reading, and partly by the use of a text-book.

The progressive development of methods of teaching is illustrated by reference to the lives, labors, and principles of the great leaders in educational reform and advancement. In this way the relation of the present to the past is clearly shown, and the direction of real progress is discovered.

(5.) The Advanced courses leading to the degree of Bachelor of Pedagogics include more extended study and instruction in Psychology, embracing the principles of moral as well as mental science; and an examination of portions of the history of philosophy, especially with reference to its connection with systems of education, and more extended study of educational history, of systems of education, of general methods of instruction, and of educational literature. The seminary methods will be adopted so far as circumstances will permit.

TEXT-BOOKS.

Psychology, Elementary,	Putnam.
Psychology, Advanced,	Sully or Dewey.

Psychology Applied, - - - - - - - Putnam.
History of Education, - - - - - Painter or Compayré.

SPECIAL REFERENCE BOOKS.

Fitch's Lectures on Teaching.
School Supervision, - - - - - - Pickard, Payne.
Teaching in Three Continents, - - - - - - Grasby.
Boone's Education in the United States.
Quick's Educational Reformers.
Laurie's Life of Comenius.
Life of Pestalozzi, - - - - - - - De Guimps.

KINDERGARTEN DEPARTMENT.

A Kindergarten Course is established to meet the demand for kindergartners and primary teachers who are expert in kindergarten methods. It affords opportunity to those desirous of acquainting themselves with the principles of the kindergarten to take a course of instruction in this subject.

The Course consists of:

(*a.*) Lectures on the kindergarten principles and system, and the philosophy of the gifts and occupations.

(*b.*) A series of exercises in the use of the gifts and occupations as employed in the kindergarten, and as adapted to the different grades of primary schools. This includes instruction in clay-modeling, coloring, parquetry-work, ring laying, perforating, paper-folding, paper-cutting and pasting; designing with rings, sticks, tablets, etc.; mat-weaving, block-building, cardboard modeling, and all the usual practical work of a kindergarten course.

(*c.*) Practice teaching in the kindergarten and primary grades.

Candidates for this course must be proficient in English, and have the same knowledge of Psychology and Methods of Teaching as is required of students in other courses before entering upon practice teaching.

SPECIAL REFERENCE BOOKS.

Kindergarten and Child Culture Papers, - - - Barnard.
Child and Child Nature, - - - - - - Von Bülow.
Lectures to Kindergartners, - - - - - - Peabody.
The Child, - - - - - - - - - Kreige.
Kindergarten Culture, - - - - - - - Hailman.
Prang's Use of Models.
Color in the Schoolroom, - - - - - - Milton Bradley.
Education of Man, - - - - - - - Froebel.

MATHEMATICS.

The Academic work in mathematics includes the elementary subjects usually taken in high schools, together with Trigonometry, Analytical Geometry, Calculus, Higher Algebra and Surveying. The latter, more advanced subjects, are elective in most courses, and are introduced for the purpose of taking the student far enough beyond the probable limit of his future teaching to give him an adequate view and mastery of his work. They are treated with reference to their subsequent use in Astronomy and Advanced Physics, the work of the departments of Mathematics and Physical Sciences being arranged to this end. Surveying is elective in all courses, and consists largely of practical field work. A course in Bookkeeping is also elective.

Students are supposed to have completed Arithmetic and to be familiar with Algebra through simple equations with two variables before entering the School. For such as fall only slightly below these requirements, preparatory classes, taught by pupil teachers, under the immediate supervision of the head of the department, are arranged. The secondary work both in the preparatory grade and thereafter, is treated with that extra thoroughness necessary in the preparation of a teacher.

Professional work constantly enters in with the Academic, the aim being to make the course as a whole, and each lesson in particular, a model for the future teacher. Lectures are given in the historical development of each subject, and the best methods of presenting the various topics are set forth.

The Teacher's Review of Arithmetic, designed to be taken after the completion of the rest of Elementary Mathematics, is in charge of the head of the department. It consists of a rapid review of those chapters of applied arithmetic in which the teacher is most apt to need special instruction, both as to subject-matter and methods of presentation.

The class in Professional Training attends a series of lectures by the head of the department. These lectures consider the subject of teaching both historically and scientifically. The former view is designed to show what has been and is considered the proper sphere of arithmetic and methods of teaching the subject. The latter, to show the best methods, in the light of present criticism, of presenting

typical chapters in the various grades. Especial attention is directed to the bibliography of the subject, the Normal Library being quite complete in works of Reference.

TEXT-BOOKS.

Arithmetic,	Wentworth & Hill, Milne.
Elementary Algebra,	Wentworth's Higher.
Higher Algebra,	Hall & Knight.
Geometry,	Bellows.
Trigonometry,	Bellows.
Analytical Geometry,	Hardy.
Calculus,	Taylor.
Surveying,	Bellows.
Bookkeeping,	Woolley.

ENGLISH LANGUAGE AND LITERATURE.

GRAMMAR.

In the Academic work in English Grammar, special attention is given to the analysis of sentences with a view to understanding the use and relations of words in sentence structure. In this respect Grammar is thought of, not as a set of rules to be committed to memory, but as a disciplinary study of high value.

RHETORIC.

After a mastery of the ordinary text-book work, attention is given to applying the principles learned, to written exercises. No student is allowed to leave the subject without several weeks of drill in English composition. Essays, narrative, descriptive, argumentative, historical, and biographical, are prepared by each student and criticised by the teacher.

LITERATURE.

The full course in Literature extends through four terms, as follows:

1. History of English Literature. This includes an acquaintance with authors in the following particulars: Times in which they lived; leading events of their lives, especially such as influenced their writings; names and character of their principal works.

2. Advanced English Literature. This consists of direct study of authors, with critical class reading; collecting opinions of reviewers and critics and comparing them; writing reviews and criticisms of masterpieces.

3. One term is devoted to American Literature. The work corresponds in plan to that under Advanced English.

4. In the Literary Course, the last term is devoted to Old and Middle English and a critical study of English Masterpieces.

5. In the courses leading to the degree of Bachelor of Pedagogics, Advanced Rhetoric is offered. Here an attempt is made to get beyond the stereotyped rules of the text-books, and to become acquainted with the principles and philosophy of style by a seminary course of reading in the library.

TEXT-BOOKS.

Grammar,	Reed and Kellogg.
Rhetoric,	D. J. Hill.
English Literature,	Stopford Brooke.
American Literature,	Royse.
Orthoëpy,	Salisbury.

HISTORY AND SCIENCE OF GOVERNMENT.

HISTORY.—This course includes the following subjects:

1. *United States History*, embracing one term in the study of the narrative, in the ninth grade, one term in the study of the political institutions, and one term in the study of the constitutional history offered as advanced work.

Students entering the study of Political History must be familiar with the narrative history of the United States and must have had at least one term's work in some other history.

2. *English History.*—Like the preceding, this forms a separate course complete in itself. It includes one term in the study of the narrative, and one term in the study of the English Constitution in its growth and workings.

3. *General History.*—This course embraces, *First*, the several sections of Grecian, Roman, Continental, and General History. The

work is almost exclusively outlines, and is determined by the studies in connection with which it is taken. *Second*, Institutes of General History, which is supplementary to the preceding, and aims to exibit the unity of historical development by the study of those things which have been permanent in their influence upon civilization.

4. *Professional Work.*—A special course in methods of teaching history is given, including, somewhat in detail, both the matter and the method of its presentation as adapted to certain classes, with the preparation of written lessons with criticisms on the same. This course completes and follows all other courses in history.

SCIENCE OF GOVERNMENT.—This course embraces:

1. The township, its origin, development, and influence, with specific work on the Michigan township.

2. The development of the local town, into general colonial government, the main features of the government in each colony, and the establishment of the State of Michigan and details of its government.

3. The political relations of the colonies to England, the change of sovereignty, the new government under the forms of continental congress, the confederation, and the constitution. The working of the constitutional government in detail.

Students must be proficient in the narrative history of the United States before entering upon the study of Science of Government.

TEXT-BOOKS.

United States Colonial History,	Doyle.
United States, Federal Period,	Johnson.
Reviews,	King's Tabulation.
General History,	Labberton.
Civil Government,	Story.
Constitution of Michigan,	Cocker.
Ancient History,	Myers.
Modern History,	Myers.

THE PHYSICAL SCIENCES.

PHYSICS.—The work offered in this subject falls under the following heads:

1. *Elementary Physics.*—This subject, including Nos. 83 and 84

of List A, extends through an entire year, the first term being devoted to Mechanics, Heat, and Sound, and the second to Electricity and Light. The amount of work accomplished is essentially that given in an ordinary High School text-book, as Gage or Avery or Norton. Great stress is laid upon the demonstration by experiment of the laws and principles of physics, as is now common in all good schools, and, since the student is an intending teacher, it is felt to be important that he should not only experiment himself, see experiments performed, and learn how to analyze and study them, but that he should make a special study of apparatus and manipulation and have some practice in demonstration in presence of a class. Considerable attention is given to the purchase, testing, care, and effective use of apparatus, and also to the manipulation and use of simple or extemporized pieces.

2. *Advanced Physics.*—This is a half-year course upon the entire subject, and presupposes a knowledge of Elementary Physics and a course of mathematics through trigonometry, and an elementary knowledge of differential equations. The ground covered is essentially that of Daniel, Anthony and Brackett, or Deschenel.

3. *Physical Laboratory Practice.*—This is a course of individual practical work in the physical laboratory, and differs from the student's work in Elementary Physics, in three particulars: 1st, it is more advanced; 2d, it is mainly quantitative, whereas that is largely qualitative; 3d, it is based upon the individual, as that is upon the collective system.

4. *Physical Technics* —A ten-weeks' practical course upon the construction of apparatus and the fitting up and stocking of a simple laboratory, either physical or chemical or both. This course and Advanced Physics are especially adapted to prepare students to give instruction in an ordinary High School by a laboratory method.

5. *Training in the Physical Sciences.*—A five weeks' course in methods of teaching the Physical Sciences. While professional in no higher sense than the preceding courses, it yet aims to set forth the scientific method in brief terms and to show how it may be applied in the ordinary work of the school room.

CHEMISTRY.—In this subject there are two courses:

1. An elementary course in Chemistry, with some attention to

the chemistry of the carbon compounds. Practice will be had by the members of the class in chemical manipulation, experimentation, and class instruction.

2. *Advanced Chemistry.*—This work will in the main take the form of individual practice in Chemical Analysis, for which the usual laboratory conveniences are supplied, but the attempt will be made to have it regarded in fact as a continuation of the science of Chemistry. The last ten weeks are devoted to quantitative analysis, both volumetric and gravimetric, including air and water analysis.

ASTRONOMY.—1. The general work in this subject consists of a somewhat complete study of Uranography, or the ancient Astronomy, considerable practice with the globes, and a brief presentation of the modern Astronomy, or the physical features of the heavenly bodies.

2. Following the above, a practical course (voluntary) in instrumental Astronomy, embracing the adjustment and use of the sextant, the transit, the chronograph, the chronometer, and the equatorial, with some of their more important accessories. A small observatory with a simple equipment furnishes facilities for this work.

A ten weeks' course in Sanitary Science, and a course of like extent in Meteorology, are offered to students in the courses leading to the degree of Bachelor of Pedagogics.

TEXT-BOOKS.

Astronomy,	Newcomb.
Instrumental Astronomy,	Lectures and Chauvenot.
Elementary Physics,	Gage.
Advanced Physics,	Anthony and Brackett.
General Chemistry,	Remsen.
Analytical Chemistry,	Jones.
Laboratory Practice,	Lectures.
Physical Technics,	Lectures.
Sanitary Science,	Blyth.
Meteorology,	Lectures.

NATURAL SCIENCES.

The work of this department embraces Botany, Zoölogy, Physiology, and Geology; sciences observational in character as distinguished from the experimental sciences of Physics and Chemistry

and dealing for the most part with organized matter. The study of texts is subordinated as far as possible to work upon the material itself. The courses are all planned to meet the needs of pupils considered as students and as prospective teachers. From those coming fully within its grasp the department endeavors to secure the following results:

1. The training of the senses, particularly the eye, in close, accurate observation.

2. The preparation of written records of observations in clear, accurate, concise language, supplemented with truthful delineation of the same by means of drawings.

3. Logical reasoning upon these observations, the deduction of truth, and generalization.

4. The acquisition of knowledge, academic and professional.

5. The skillful manipulation of apparatus, the use of scientific methods in obtaining knowledge, either from Nature direct or from books, and hence the ability to carry on independent investigation.

6. A love for scientific truth.

The Training School affords opportunity for practice teaching and for the presentation of talks and object lessons to the pupils of the various grades.

Pupils are strongly urged to take up their work in thisd peartment in the order that it is here described. The courses all cover ten weeks each, excepting the full term of Structural and Comparative Zoölogy. The numbers in parenthesis refer to the corresponding numbers in lists A and B.

1. *Structural Botany* (72). A course of laboratory work designed as an introduction to the work of the department. The handling of the compound microscope and its accessories with intelligence and some degree of skill is first taught. The following general headings serve as an outline of the course: Protoplasm, Products of Protoplasm, Studies upon the Cell, Tissue Systems, Seeds and their Germination. The laboratory work is supplemented by class lectures.

2. *Systematic Botany* (73). This course follows the work in Structural Botany. The general subject of Morphology is taken up as presented in such texts as Wood and Gray. The scientific and

educational value of field-work is fully recognized, and is represented in class work by the description, analysis and determination of seventy-five plants. The grouping of plants according to their natural affinities, the study of relationships by the comparison of orders, and other details of classification are pursued as far as the time allotted to the subject allows.

3. *Structural and Comparative Zoology* (74). With the skill acquired in the use of the microscope in Structural Botany, the information obtained, and the knowledge of laboratory methods, the pupil is prepared to enter at once upon a study of animal forms. A detailed study is made in the laboratory of types of each of the eight sub-kingdoms. The following forms are used: Amoeba, Paramecium, Vorticella, Sponge, Hydra, Actinia, star-fish, sea-urchin, mussel, oyster, earthworm, crayfish, grasshopper, and frog.

4. *Systematic Zoology* (75). This course is designed to supplement the preceding, but it may be taken by those who desire to prepare for the science work of the grades whether or not they have had work with the department. It consists of recitations, readings, lectures and practical work upon the collections. Object lessons are prepared, the animal kingdom is classified, and the principles of identification taught.

5. *Biological Technics* (76). This course is intended to train teachers in the collection and preparation of zoölogical and botanical material for purposes of study and illustration. It must be preceded by a course in Zoölogy. Histological mounts are prepared, skeletons cleaned and articulated, birds and small mammals skinned and mounted.

6. *Physiology.* Teacher's Review (77). This is a senior study and represents advanced work, the ordinary high school work in Physiology being represented by the twenty-weeks' course in the Ninth Grade. It is placed late in the course that the student may have the benefit of maturity and a knowledge of contributing sciences, as a preparation for the consideration of important questions which relate to the work of the teacher. A rapid review of the general subject, with special attention to nutrition and the nervous system, constitutes the first part of the course. The latter part is devoted to School Hygiene, and includes such topics as Ventilation,

Hours of Study, Recreation, Physical Training, Effects of Competition and Worry, etc. This part of the work is carried on by discussions and essays, and the library and all other available sources are freely drawn upon for material.

7. *Entomology* (103). For those who desire a more intimate acquaintance with insect life than can be secured in the general work of Zoölogy, this course has been arranged. It consists of dissections and drawings of typical structures of the principal orders, a study of the habits of insects, relation of habits to structure, transformations, etc. Individual collections are made and identified.

8. *Lithological Geology, including Mineralogy* (78). Practical work in the study of minerals and rocks, supplemented with reading, lectures and recitations. Previous work in Chemistry and Physics is required. Blow-pipe methods and chemical manipulation are taught. About sixty minerals and all the common rocks are studied. Individual collections are made from the field, identified and catalogued.

9 *Dynamical Geology, including Structural Geology* (79). This course is designed to give a clear idea of the forces and agencies which have determined the shape and character of the earth's surface, and which are still at work in modifying it. It is believed to form a valuable, if not indispensable, adjunct of geography. It should be preceded by Lithological Geology. The work consists of recitations, lectures, readings, class experiments, and field excursions. It is taken up under the following heads: Atmospheric, Aqueous, Igneous, and Organic Agencies.

10. *Historical Geology, including Paleontology* (80). A study of the evolution of the earth and its inhabitants, by means of recitations, reading, lectures, and laboratory work upon fossil forms. Courses in Zoölogy and Botany are required, and the previous work in Geology is desirable. Beginning with the Nebular and Meteoritic Hypotheses the "Geological column" is taken up in order and brought down to the historic period. The character of the rocks is studied, their thickness, home and foreign localities, their teachings, economic products, and forms of life.

GENERAL FACILITIES FOR WORK.

A large, well-lighted laboratory has just been fitted up with accom-

modations for 50 pupils in a section. It is equipped with everything needed for practical work in Biology and Mineralogy. The lecture rooms contain valuable collections in Zoölogy, Botany, Mineralogy, and Lithology, supplemented with photographs, charts, casts and models.

The aim has been to place in the library, as far as possible, all literature of interest and value to a student looking forward to teaching. This consists of manuals, reference books, texts and periodicals to which constant accessions are being made.

TEXT-BOOKS.

Structural Botany,	Lectures and Laboratory Work.
Systematic Botany,	Wood's Class Book, or Grant's Manual.
Structural and Comparative Zoölogy,	Lectures and Laboratory Work.
Systematic Zoölogy,	Packard.
Biological Technics,	Laboratory Work.
Physiology,	Cutter.
Entomology,	Comstock.
Lithological Geology,	Lectures and Laboratory Work.
Dynamical Geology,	Dana, Geikie or LeConte.
Historical Geology,	Dana.

GEOGRAPHY.

The course in Geography comprises:

1. General Geography, including lessons upon the earth as a planet; general laws of the contour and relief of the earth's surface; hydrography; climate and distribution of vegetable and animal life; anthropogeography (man as dependent upon the physical condition of the earth's surface; the earth's surface as modified by the action of man.)

2. Special Geography, including lessons upon the physical characteristics of the ocean, and upon their relations to commerce and civilization; upon the physical characteristics of the continental masses; upon the relation of these physical characteristics to commerce, civilization, political divisions, etc.; upon the grand divisions; upon the United States, and upon Michigan, from the same point of view.

PROFESSIONAL WORK. A special course in methods of teaching geography is given, including a detailed outline of the course of instruction and full illustrations of the method of conducting the lessons. Members of the senior class teach geography in the Training School under the supervision of the head of the department.

TEXT-BOOK—Any good Grammar School or High School geography containing good physical maps.

DRAWING.

ELEMENTARY.—The Elementary class follows in the main the course as laid down for the Training School, with such modifications as the greater maturity of the pupils may require. The topics considered are geometrical plane figures and their use in design; free ornament of the leading styles (Greek, Italian Renaissance, Gothic, etc.); drawing from solids, including geometrical forms, common objects and casts, with light, shade and shadow; principles of perspective and the construction of shadows and reflections; geometrical drawing; working drawings, and the elements of orthographic and isometric projection; harmony and contrast of color, with exercises in coloring; construction in appropriate material, of all forms drawn.

The course is presented in the order or succession suitable for its use in the public schools.

The course in the advanced class follows the same general line of work as that of the elementary class, with the addition of mathematical perspective; projection of shadows; advanced projection drawing; drawing from casts, natural flowers, leaves, etc.; composition of original ornament; theory of ornament; historical ornament; topographical drawing; construction of all forms drawn, and sketching from nature.

PROFESSIONAL WORK. A special course in methods of teaching drawing is given, including a detailed statement of suitable lesssons and the methods of giving them, with full examples of the work for each year. Members of the senior class teach drawing in the Training School under the supervision of the head of the department.

GERMAN AND FRENCH.

COURSE IN GERMAN.

First Term.—Pronunciation, reading, oral exercises. A rudimentary knowledge of the parts of speech; the most important rules of syntax. (Otis, Elementary German.)

Second Term.—Oral and grammatical exercises continued (Brandt's Grammar with Lodeman's Exercises.) Schiller—Wilhelm Tell.

Third Term.—Lessing's Minna von Barnhelm. Grammar continued. A short story by Paul Heyse.

Fourth Term.—Goethe's Hermann und Dorothea. Hoffman's Historiche Erzaehlungen. Freytag's der Staat or Friedrich'sdes Groszen, Grammar completed.

Fifth Term.—Selections from Schiller's, Goethe's, and Heine's prose. Goethe's Egmont, or equivalent. German Composition (Harris.)

Sixth Term.—German Ballads and Lyrics. Extracts from German Scientific Literature. Composition (Harris.)

Seventh Term.—(10 weeks), Literary studies and discussion of methods of teaching. (10 weeks), Teaching in Training School.

Eighth Term.—Lessing's Nathan der Weise. Goethe's Iphigenie auf Tauris, or Torquato Tasso. A German treatise on Education. Composition (Buchheim.) Teaching in Training School.

COURSE IN FRENCH.

First Term.—Pronunciation, reading, oral exercises. Elementary Grammar (Macmillan's Progressive French Course, Part I.) Mme. de Girardin—La Joie fait Peur, or equivalent.

Second Term.—Grammar continued (Macmillan's Course, Part II.) Molé—French Life in Letters. Halèvy—L'Abbé Constantin. Conversation, in connection with reading lessons.

Third Term.—Sandeau—Mlle. de la Seiglière. George Sand—La Mare au Diable, or Mérimée Colomba. Study of Idioms. Grammar continued (Macmillan's Course, Part II.) Conversation.

Fourth Term.—Lacombe—Petite Histoire du Peuple français, in French only, with practice in conversation and study of idioms. Corneille—Le Cid, or Horace. Molière—Les Femmes Savantes. Composition and Grammar, once a week, (Macmillan's Course, Part III.)

Fifth Term.—(10 weeks), Literary Studies and Reading. Discussions of Methods of Teaching.

Sixth Term.—Sainte Beuve—Causeries du Lundi, or equivalent. Crane—La Romantisme français, or equivalent. A French treatise on Education. Composition and Grammar, once a week, (Macmillan's Course,

ANCIENT LANGUAGES.

COURSE IN LATIN.

FIRST YEAR.

Jones's First Lessons in Latin in connection with D'Ooge's Colloquia Latina, and Harkness's Standard Latin Grammar (or Allen and Greenough's) Translation of easy selections, with simple Latin conversation based upon the Colloquia.

SECOND YEAR.

Cæsar's Commentaries, (Kelsey's or Allen and Greenough's), four books. The reading of some good biography of Cæsar is required. Latin Prose Composition (Daniell, Part I.) This year is devoted to thorough grammatical drill.

THIRD YEAR.

Cicero (Allen and Greenough), six orations, or four orations and Sallust's Bellum Catilinae. The reading of some good biography of Cicero is required. Latin Prose Composition (Daniell, Part II.) Daily practice in writing Latin will be given. Ovid—Selections (Kelsey) commenced, with a study of versification and scansion. This year is devoted mainly to the study of Latin synonyms, the elements of good Latin style, and the figures of rhetoric and syntax.

FOURTH YEAR.

Ovid—Selections completed. Vergil—Æneid (Frieze), six books, and the Eclogues. During this year, special attention is given to Mythology and Ancient Geography.

During the third and fourth years, practice is given in sight-reading from Tomlinson's "Latin for Sight Reading."

In the fourth year, a five weeks' lecture course is given on Grecian and Roman Literature, and a five weeks professional course on methods.

Ample facilities for practice teaching in Latin are offered in the ninth grade of the Training School.

COURSE IN GREEK.

FIRST YEAR.

Boise's First Lessons in Greek, in connection with Hadley and Allen's Greek Grammar. Moss's First Greek Reader. Xenophon—Anabasis (Kelsey or Boise) commenced.

SECOND YEAR.

Xenophon—Anabasis continued, three books. Greek prose (Jones). Homer —Iliad (Keep), three books. As soon as practicable, sight-reading is

introduced from Moss's First Greek Reader, or from Jerram's Minora Reddenda.

The following studies are offered to students pursuing the advanced courses (six years) leading to the degree of Bachelor of Pedagogics:

ADVANCED COURSES IN LATIN.

Ninth Term.—Livy—Book XXI or XXII, with Miller's Latin Composition.

Tenth Term.—Horace—Odes and Epodes, or Satires and Epistles.

Eleventh Term.—Terence or Plautus—Two Comedies, and Horace—Ars Poetica.

Twelfth Term.—Tacitus—Germania and Agricola, or Cicero—De Amicitia or De Senectute.

ADVANCED COURSES IN GREEK.

Fifth Term.—Homer—Odyssey.

Sixth Term.—Lysias. Four orations.

Seventh Term.—Plato—Apology.

Eighth Term.—Sophocles—Œdipus Tyrannus; Euripides—Alcestis: or Demosthenes—De Corona.

N. B.—The advanced courses in Latin and in Greek will be given, in the order laid down, only on alternate years. Pupils who enter for this work in the fall of 1893 will be classified with those who entered in 1892, and will complete, with them, the work of the last two terms of Latin and of Greek respectively before taking up the work of the first two terms.

MUSIC COURSE.

FIRST YEAR.

First Term.—Elements of vocal music with methods of instruction. Cultivation of the voice, alternating with other subjects, throughout the entire term.

Second Term. (First 10 weeks) Special Teachers' Class and Advanced Music—Cultivation of the voice continued. The principles of musical notation further developed, and pupils required to sing and write the major, minor, and chromatic scales in all the keys. A part of the time will be given to the practice of glees, clants, etc., solo and quartette singing, and the other part to the consideration of musical theory and methods of teaching.

Second Term. (Last 10 weeks).—Methods of teaching music in ungraded schools and in graded schools, reviewed; also methods of teaching singing schools and giving individual lessons. Cultivation of the voice. Lectures and essays upon professional topics.

SECOND YEAR.

First Term.—1. Counterpoint. This subject will be taught according to the methods and books of the best German, English, and American authors. 2. Voice Culture. Individual lessons, that each voice may receive especial training and development.

Second Term.—First term in harmony and voice culture.

THIRD YEAR.

Harmony II, voice culture, or instrumental music.

FOURTH YEAR.

Study of Form in music. How to construct melodies, and how to analyze them. Also the consideration of various kinds of compositions, such as the Song, the Sonata, the Symphony, the Oratorio. Solo Singing. The instruction now given will be adapted particularly to preparing singers for public singing in church choirs or in concerts and school lyceums. During these years, pupils in instrumental music will have opportunity to play accompaniments. History and Literature of Music. Study of different Schools of Music. Practice teaching and conducting.

INSTRUMENTAL MUSIC.

See circulars of the Normal Conservatory of Music.

THE NORMAL CHOIR.

All persons who have passed music, and others who are competent, may be admitted to the choir. The work in this class consists of chorus singing and special vocal drill, and the preparation of music for the various public exercises of the school. The accompaniments for the choir are played on the Grand Organ or the Piano in Normal Hall. Here pupils may continue the practice of music during the entire course without interfering with other studies.

CONDUCTOR'S CLASS.

More advanced pupils will be appointed as conductors, and after the necessary instructions have been given, they will have opportunity to conduct the chorus.

TEXT-BOOKS IN MUSIC.

Pease's Singing Book.
Harmony Manual, - - - - - Pease and Hewitt.
Elements of Harmony, - - - - Buesler and Emery.
Development of Voice, - - - - - - Scharfe.
Vocalises Bordogni, Marchesi, Vaccai.
Composition, - - - - - Cornell and Stainer.
Counterpoint - - - - Buesler, Bridge and Richter.

THE TRAINING SCHOOL.

The Training School is established and maintained in connection with the Normal School for the purpose of furnishing opportunities for observation and practice teaching to Normal School students, under the supervision of its principal assisted by a corps of eight model and critic teachers and a kindergartner. It includes in its organization an eight grade school of 300 pupils, and a kindergarten of 40 children. A ninth grade has recently been added. The course of study embraces the subjects and the amount of work required in the corresponding grades of the best public schools.

TEXT-BOOKS USED IN THE TRAINING SCHOOL.

Arithmetic, - - - - - - - Wentworth, Olney.
Algebra, - - - - - - - - - - Bellows.
Language, - - - - Barnes, Swinton, Reed and Kellogg.
Reading—Modern School, Appleton's, Barnes's Swinton, Nature Readers, Standard Supplementary, Appleton's Historical and Natural History Series, English Classics.
Geography, - - - - - - - Appleton, Our World.
United States History, - - - - - - - - Higginson.
Penmanship, - - - - - - Spencerian Manual.
Dictionary, - - - - - - - - Webster.
Physiology and Hygiene, - - - Kellogg, Smith, Martin.
Music, - - - - - - National Music Course, Pease.
Drawing, - - - - - - - Goodison's Syllabus.
Latin,—Jones's First Lessons, Harkness's Grammar, D'Ooge's Colloquia Latina.
German, - - - - - - - - -

COURSE OF STUDY.

KINDERGARTEN.

Children are admited at four years of age. While the work is that of a regular kindergarten, it is conducted with reference to the primary school in which the methods of the kindergarten are continued so far as they are properly applicable to the work of the grades.

PRIMARY GRADES.

FIRST YEAR.

Reading.—Sentences and Words; new words introduced into a sentence; all possible combinations of the words learned; association of word and idea; meanings of words developed and made vivid by means of objects, drawings and other pictures; script used from the beginning; blackboard and slate work first ten weeks—50 selected words; phonics; print introduced the eleventh week by charts and books; First Reader.

Spelling.—Naming the letters of words from sight; copying words and sentences; writing words and sentences from dictation; spelling includes capitals and the apostrophe when necessary features of the word, i. e., the complete form of the word.

Penmanship.—Movement exercises; forms of letters, singly and in groups of words; blackboards and slates; paper and pencil; neatness and accuracy insisted on.

Drawing and Manual Work.—Form work, including modeling, mat-weaving, perforating, sewing, coloring, representation of flowers, fruits, vegetables, etc.; designing - paper-folding, cutting, ring and stick-laying, etc.; Form is based on kindergarten gifts.

Music.—Rote-singing; voice culture - breathing tones, etc.; reading music —triads and scales, hand-signs and numerals, letters and syllables; time exercises; blackboard and modulator; Music Reader No. 1; charts, new first series.

Arithmetic.—Development of the idea of numbers from 1 to 10, counting, etc.; (Children who have had the benefit of kindergarten instruction, are beyond this stage; the work, however, is retained in the grade to meet the needs of children who have not had such training). Relations and combinations based on the Grubé Method. Special attention to applied work. Reading and writing numbers to 100.

Language—Special attention to oral language based on things and their properties and relations; work with objects, pictures, stories; memorizing of selections; written work related to the above; copying, reproduction, and dictation work in connection with the reading work.

Home Knowledge Preparatory to Geography, Botany, Zoology, etc.—Position, direction, etc.; observation lessons—natural phenomena, plants, animals, etc. (These subjects are taught in connection with language and other work.)

General Lessons.—Morals and manners, cleanliness, care of body and personal belongings.

SECOND GRADE.

Reading.—First Readers continued; from two to three first readers completed during the year; new words taught as in first grade; sounds of

letters systematically taught; diacritical marks used. Supplementary work.

Spelling.—As in first grade; spelling blanks used.

Penmanship.—First grade work continued and extended.

Drawing and Manual Work.—Form work as in first grade, continued and extended.

Music.—Previous work continued and extended; written work—modulator, blackboard and charts; Music Reader No. 1; charts, first series.

Arithmetic.—Numbers to 100 with applied work; the fundamental operations to be considered separately on the basis of work of first grade; construction and memorizing of addition, subtraction, multiplication, and division tables; equal parts of numbers taught; elements of Denominate Numbers; Notation and Numeration to 1000.

Language.—Oral and written work continued and extended; capitals, conventional punctuation—special attention to quality of work; declarative and interrogative sentences, construction of same using words learned; study of plants, animals, other objects and pictures directed by teacher, followed by oral and written reproduction.

Home Knowledge, etc.—Work of first grade continued and extended.

General Lessons.—Work of first grade continued and extended.

THIRD GRADE.

Reading.—Second Reader; two readers completed during the year; phonics and diacritical marks continued. Supplementary work.

Spelling.—As before.

Penmanship.—Paper, pen and ink; blackboard drill work; copies given by teachers; sentence writing; special attention to position and fore-arm movement.

Drawing and Manual Work.—Straight lines in different positions, length and distance apart; angles, and four-side figures from models; applications to straight-line flat ornament and to drawing faces of objects; element of color; construction in paper or pasteboard of objects drawn.

Music.—Previous work continued and extended; staff notation using different keys without explaining their signification; Reader No. 1; charts; first series.

Arithmetic.—Notation and numeration to 1,000,000; addition, written work, columns of digits; columns of numbers larger than ten; subtraction, written work, the two cases; multiplication, written work—multiplier of one figure; division; Denominate Numbers continued; special attention to explanations, analysis, and the construction of practical problems.

Language.—Object and picture work, stories and memory selections continued and extended and made the basis of the following: word studies,—abbreviations, apostrophe, etc.; parts of speech,—noun, verb, adjective, adverb; exclamative sentence; paragraphing. Letter-writing systematically taught. Barnes's Short Studies. Studies of plants, animals, etc., according to season.

Geography.—Home Geography—the horizon, school-room, building and grounds, adjacent streets, city and vicinity, with maps; natural divisions of land and water as observed in the neighborhood of Ypsilanti, and their representation in map and model. Apparent motions of the sun during the year observed, described, and represented; natural phenomena having geographical bearing, (changes in temperature, winds, etc.,) observed and described. The world as a whole with globe; chief divisions of land and water with globe and maps of hemispheres.

General Lessons.—Work of previous grades continued; health—foods, etc.

FOURTH GRADE.

Reading.—Third Reader, one or more books; special drills on lists of words difficult to pronounce; phonics and diacritical marks. Supplementary Reading.

Spelling.—As before.

Penmanship.—Work of third grade continued and extended; paragraph and stanza writing; special attention to the making of figures, marks of punctuation, etc.

Drawing and Manual Work.—Division of angles; the equilateral triangle, hexagon, octagon, pentagon, from models; applications to flat ornaments and drawing faces of objects; construction, and elements of color continued.

Music.—Extension of work of third grade; Reader No. 2; charts, new second series.

Arithmetic.—Written Arithmetic,—text-book used by the children. Notation and numeration through three periods; applications of addition and subtraction—proofs; multiplication—multiplier two or more figures; long division; fractions; tables of measures and weights; explanations and practical problems; Roman notation to M; review of year's work.

Language.—Work of third grade continued and extended—plants and animals, etc.; all parts of speech with definitions; oral and written abstracts of reading lessons and stories; rules for capitals and punctuation; formation of plurals; letter writing and original compositions; book continued.

Geography.—The form of the earth and its representation by a globe; names and position of leading divisions of land and water on the globe

with reference to Ypsilanti; division of the earth into hemispheres, and representation upon hemisphere maps; location of continents, oceans, etc., upon globe and hemisphere maps; detailed study of the grand divisions, the oceans, and the United States and Michigan; representation throughout the course by map and model. Advanced Home Geography. Detailed study with representation by map and model of Ypsilanti and neighborhood. Observation, description, and representation of apparent motions of sun, moon and leading constellations; observation and description of natural phenomena having geographical bearing, and their application to elementary lessons in general physical geography.

General Lessons.—Hygiene continued; oral lessons in physiology.

GRAMMAR GRADES.

FIFTH GRADE.

Reading.—Fourth Reader—first half; outside selections - individuals reading before the class; use of dictionary taught and required; word drills; elocution—individual and concert rendering of sentences containing words and combinations difficult to articulate; supplementary work.

Spelling.—As before; words and sentences from the reading lessons and other text-books.

Penmanship.—Work of fourth grade continued; movement and rapidity stimulated; business forms—notes, recipts, letters, etc.

Drawing and Manual Work.—The circle and its parts—application to flat ornament; curves derived from the circle; geometrical ornament on basis of preceding plane figures; free ornament based on curves and conventionalized natural forms; the ellipse, the oval, and the spiral—application to flat ornament; elevations of objects; construction, and elements of color continued; exercises in coloring.

Music.—Same as fourth grade; two-part songs; Reader No. 2.

Arithmetic.—"Practical Arithmetic" begun; notation and numeration; the fundamental operations with integers and decimals.

Language.—The sentence—elements and their modifications; correction of errors; exercises in criticism; manuscript work—abstracts from memory, simple narratives, composition and letter writing.

Geography.—Mathematical and physical; world—hemispheres; New World studies—North America and its political divisions in general; United States entire—eastern and middle sections in detail; map drawing—North America, United Stases as a whole, and the sections as studied.

General Lessons.—Elementary Sciences—the work of the grade being divided into four parts and presented in consecutive quarters, viz: 1st quarter, Zoölogy; 2d quarter, Physiology and Hygiene; 3d quarter, Natural Philosophy; 4th quarter, Botany.

SIXTH GRADE.

Reading.—Fourth Reader completed; attention to reading for the thought; individual readings, word drills, and elocutionary work as in fifth grade.

Spelling.—Continued as before.

Penmanship.—Previous work reviewed and extended; formal analysis of letters—comparative heights and widths.

Drawing and Manual Work.—Drawing from straight-line solids and objects; construction, ornament and coloring continued.

Music.—Reader No. 3.

Arithmetic.—Multiples and measures; common fractions; compound numbers.

Language.—Classes of words; the sentence—phrase and clause modifiers; their expansion and contraction, showing equivalence; elements—object and attribute complements; classification of sentences by use and structure; simple analysis with formula. Syntax—formula for parsing; rules and illustrative examples required, with applications to false syntax. Synoptical reviews of the sentence and parts of speech. Manuscript work—letter writing, composition from outlines.

Geography.—United States—southern, central and western sections with the territories; Mexico, Central America, West Indies; South America; map drawing of each division as studied—the drawing of maps, free-hand and from memory on blackboard and on paper, is made a prominent feature; review of work of fifth and sixth grades by means of map drawing.

General Lessons.—Work of two previous grades continued and extended; stimulants and narcotics; use of book.

SEVENTH GRADE.

Reading.—Fifth Reader, first half; work of fifth and sixth grades continued and extended; supplementary work.

Spelling.—Same as previous grades; paragraph dictation.

Penmanship.—Work of preceding grades continued and extended.

Drawing and Manual Work.—Drawing from curve-line solids and objects; ornament, construction, and coloring continued and extended; elementary exercises in drawing plastic ornaments from casts; clay-modeling; elements of mechanical drawing.

Music.—Same as sixth grade; three-part songs; Reader No. 3.

Arithmetic.—Percentage and applications—profit and loss, commission and brokerage, insurance, taxes and duties, interest and discount; algebraic methods encouraged in percentage.

Geometry.—One lesson a week. Geometrical forms with examples in mensuration from the arithmetic.

Language.—Analysis with diagrams—simple, complex, compound sentences; objective complement; independent words and phrases; parts of speech—participles, infinitives, conjunctive adverbs; parsing—oral and written; manuscript work—capitals, pronunciation, order of arrangement, composition and letter writing.

Geography.—Old World studies—Europe, Asia, Polynesia, Africa; reviews; map drawing as before, and with slated globe.

General Lessons.—Work of previous grade continued and extended.

EIGHTH GRADE.

Reading.—Fifth Reader completed; general and special work as in the three preceding grades; supplementary reading—selections from standard authors, as the Ancient Mariner, Canto VI. of Marmion, The Sketch Book, etc.

Penmanship.—Same as preceding grades.

Drawing and Manual Work.—Drawing groups of solids and objects; elements of perspective; construction, ornament, coloring, work from casts, modeling and mechanical drawing continued; principles of ornamental design; elements of orthographic projection.

NOTE.—In all the grades these exercises are conducted on the principle of imitation, invention, dictation and memory.

Music.—Same as preceding grades; four-part songs; Pease's Singing Book.

Algebra.—The four operations; simple equations with one unknown quantity.

Arithmetic.—Involution and evolution, and miscellaneous examples using algebraic methods.

Geometry.—Book I, without text-book.

Language.—Analysis, diagrams and parsing continued; subdivision and modification of parts of speech; classification of connectives; special use of words; irregular verbs; rules for spelling; capitals, punctuation; manuscript work—written class work, composition and letter writing.

Geography.—First half year. General Review; special review of United States and Michigan; railroad and commercial geography; map drawing as before.

U. S History.—Last half year. Topical studies in discoveries, settlement and colonization, wars, institutions, development.

General Lessons.—Work of previous grade continued; meteorology and astronomy—atmosphere and solar system.

NINTH GRADE WORK.

ENGLISH AND SCIENTIFIC COURSE.

Reading—English classics throughout the year.
Mathematics—Arithmetic, first term; Algebra, second term.
Vocal Music, first term.
Physiology, first term.
English Grammar, second term.
U. S. History, second term.

CLASSICAL COURSE.

Latin or German throughout the year.
Mathematics—Arithmetic, first term; Algebra, second term.
English Grammar, first term.
U. S. History, first term.
Vocal Music, second term.
Physiology, second term.

THE NORMAL CONSERVATORY OF MUSIC.

The regular twenty weeks' course in vocal music is sufficiently extended and thorough to prepare teachers to give the elementary instruction usually required in this subject in the public schools. The Course in Music (see Courses of Study) offers opportunities for those who wish to specialize in this direction to make still further advancement, without cost for tuition. To this point, free musical instruction is offered in regular Normal School classes.

There is, however, a considerable demand for teachers expert with some musical instrument, and of still more advanced acquirements in vocal music. Such students, who desire to go further in the study of vocal music, or to learn instrumental music, are also provided for at the Conservatory, but such instruction must be paid for by the pupil receiving it. For the purpose of meeting the needs of such, four Conservatory Courses are prescribed.

Still another class of students desire individual lessons for the voice or upon some instrument, but do not wish to follow a definite and extended course. The needs of these are also provided for, and their special musical instruction is also at their own cost. The terms for individual lessons and the requirements of the Conservatory Courses, are given in a circular which will be mailed upon request made to Frederic H. Pease, Director. Instrumental music is accepted as a regular study in the Music Course. (See Music Course.)

All students in the Conservatory are required to pay the regular entrance fee of five dollars at the beginning of each half-yearly term.

The following list shows the names of those taking special private instruction in music in the Conservatory. The names of those who are engaged in the regular Normal Music Course are indicated in the general catalogue of names headed "Names of Students."

NINTH GRADE WORK.

ENGLISH AND SCIENTIFIC COURSE.

Reading—English classics throughout the year.
Mathematics—Arithmetic, first term; Algebra, sec
Vocal Music, first term.
Physiology, first term.
English Grammar, second term.
U. S. History, second term.

CLASSICAL COURSE.

Latin or German throughout the year.
Mathematics—Arithmetic, first term; Algebr
English Grammar, first term.
U. S. History, first term.
Vocal Music, second term.
Physiology, second term.

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Union City.
Ann Arbor.
Macon.
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Ypsilanti.
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Montpelier, O.
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Oscoda.
Evart.
Ypsilanti.
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	RESIDENCE.
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	Centreville.
	Ypsilanti.
	Dailey.
	Olivet.
	Dundee.
	Coldwater.
	Athens.
	Genesee Village.
	St. Johns.
	Alpena.
	Stony Creek.
	Waterloo.
	Centreville.
	South Butler.
	Ypsilanti.
	Dewitt.
	Stockbridge.
	Ida.
	Marysville.
	Detroit.
	Ypsilanti.
	Ypsilanti.
[illegible]ie	Liverpool, Eng.
[illegible]L.	Ypsilanti.
[illegible]line W.	Ypsilanti.
[illegible]Mary	Ypsilanti.
[illegible]rtie	Cedar Rapids, Ia.
Katharine	Jackson.
[illegible]. Grace B.	Battle Creek.
[illegible]. Drusa	Ypsilanti.
	Ypsilanti.
	Flowerfield.

NAME.	RESIDENCE.
Stocking, Cora D.	Stockbridge.
Sweet, Chas.	Ypsilanti.
Van Buren, Carrie	Dexter.
Wood, Mayme	Ypsilanti.
Wise, Mollie	Ypsilanti.
Walker, Willetta	Dansville.
Warner, Mabel	Ypsilanti.
Whitbeck, Albert	Battle Creek.
Zimmerman, Cornelia	Galien.

PIANO.

Allen, Mabel	Ypsilanti.
Allen, Elmer C.	Ypsilanti.
Allen, Chas.	Ypsilanti.
Beach, Katharine	Kalamazoo.
Bush, Isabel G.	Battle Creek.
Babbitt, Alice	Ypsilanti.
Buell, Daisy	Union City.
Blue, Pearl A.	Elm.
Bissell, Alice	Ypsilanti.
Bird, Myra	Gregory.
Boulsom, Mary	Negaunee.
Ballenger, Grace	Fairmount, Ind.
Burck, Pearl M.	Galveston, Tex.
Cheshire, Georgia	Ypsilanti.
Cross, Stella	Saline.
Canright, Alice Blanche	Joppa.
Childs, Edith	Whittaker.
Davis, Lura	Ypsilanti.
Dodge, John W.	Ypsilanti.
Damon, Avonia	Ypsilanti.
Drury, Clara	Ypsilanti.
Diebly, Clara B.	Montpelier, O.
Ellsworth, Florence	Ypsilanti.
Fisk, Lillian	Ypsilanti.
Frasier, Cora	Metamora.
Fraser, Maude	Ypsilanti.

NAME.	RESIDENCE.
Frary, Blanche	Leslie.
Glover, Mrs. Oriska W.	Ypsilanti.
Gleason, Frankie	Hadley.
Gareissen, Marie	Galveston, Tex.
Harlow, Lela	Coldwater.
Holmes, Tillie	Ypsilanti.
Hemphill, Josephine M.	Ypsilanti.
Humphrey, Sara	Cheboygan.
Hardy, Rose	Ypsilanti.
Ingersoll, Louise	Dundee.
Jones, Mary E.	Ortonville.
Kimball, Katharine	Alpena.
Knight, A. E.	Shiloh.
Louden, Allie	Ypsilanti.
Martindale, Kate	Kalkaska.
Miller, Bertha	Palo.
McDonald, Metta	White Pigeon.
Oberst, Kathreen	Ypsilanti.
Parsons, Archie A.	Ypsilanti.
Paton, Alice	Liverpool, Eng.
Phillips, Hattie	Ypsilanti.
Parsons, Gertrude	Ypsilanti.
Pease, Ruth	Ypsilanti.
Parshall, Carrie	Hartland.
Rowley, Ruby	Crystal Falls.
Roys, Minnie	Belleville.
Swift, Marie	Battle Creek.
Savery, Catharine	Ypsilanti.
Smith, Flota	Ridgeway.
Shaw, Merry L.	Ypsilanti.
Sager, Drusa	Flowerfield.
Smith, Mrs. C. Y.	Ypsilanti.
Todd, Mrs. Lucy	Ypsilanti.
Taylor, Blanche	Tecumseh.
Uren, Daisy	Crystal Falls.
Vogt, Frances	Richmond.
Walker, Willetta	Dansville.

NAME.	RESIDENCE.
Wallin, Winifred	Northville.
Zimmerman, Cornelia	Galien.

ORGAN.

Cheshire, Georgia	Ypsilanti.
Dansingburg, Fred J.	Stony Creek.
Dickinson, Mary A.	Ypsilanti.
Day, Bertha	Hudson.
Hudson, Thiega	Detroit.
Murray, Mildred	Ypsilanti.
Rowley, Maud	Mt. Clemens.
Savery, Katharine	Ypsilanti.
Spencer, Mrs. Ella	Ypsilanti.
Wilber, Minnie	Ypsilanti.

VIOLIN.

Palmer, Carroll H.	Ypsilanti.
Smith, Frank C.	Ypsilanti.
Waterman, Miss	Ypsilanti.

NAMES OF STUDENTS.

FIRST YEAR AND NINTH GRADE.

NAME.	COURSE.	RESIDENCE.
Atchison, Fred Emil	9th Grade.	Salem.
Allen, Una Belle	Kindergarten.	Cambridge.
Augustine, Lettie	Literary.	Fort Gratiot.
Anderson, Etta	5 yr. Cer.	Bear Lake.
Allen, Ella Mabel	Mus.	Ypsilanti.
Adams, Lottie Maud	Sh. Ger.	South Lyon.
Ableson, Mary Jane	Eng. Ger.	Plymouth.
Alban, Martha M.	Mus.	Willis.
Benedict, Olive	9th Grade.	Ypsilanti.
Brown, Sarah V.	9th Grade.	Escanaba.
Burke, Rose Ellen	9th Grade.	Ann Arbor.
Bassett, Emma Vie	9th Grade.	Novi.
Becker, Henry Albert	9th Grade.	Bridgewater.
Buell, Rena R.	Mus.	Union City.
Beadle, Nannie	Kindergarten.	Battle Creek.
Ballinger, Grace	Mus.	Fairmont, Ind.
Brown, George Edw.	5 yr. Cer.	Greenfield.
Barnard, Mary	Music.	Ironwood.
Bloss, Jessie Florence	5 yr. Cer.	Cadillac.
Barrett, Minnie May	5 yr. Cer.	Ridgeway.
Brown, Herbert G.	5 yr. Cer.	Potter Hill, N. Y.
Brown, Mary E.	5 yr. Cer.	Fort Gratiot.
Bieske, Augusta	Lat. Ger.	Detroit.
Buck, Lelia Florine	5 yr. Cer.	North Adams.
Blackmer, Bertha A.	5 yr. Cer.	North Adams.
Banks, Della	5 yr. Cer.	Novi.
Buchanan, Maude	5 yr. Cer.	Dexter.

NAME.	COURSE.	RESIDENCE.
Bowe, Lizzie Jane	Literary.	Watervleit.
Baker, Kate C.	Eng. Lat.	Greenville.
Beyschlag, Rose	Kindergarten.	St. Clair.
Benjamin, Fame H.	Eng. Ger.	Fowlerville.
Broesamle, Fred Augustus	Lat. Ger.	Carson City.
Blue, Mrs. Ella	Mus.	Ypsilanti.
Browning, Alice	Eng. Ger.	East Cohoctah.
Bell, Jane Milligan	5 yr. Cer.	Birmingham.
Bertke, Milton F.	5 yr. Cer.	Manchester.
Bragdon, Florence Lillian	5 yr. Cer.	Leland.
Benson, Earl Forest	Lit. Sci.	North Adams.
Burck, Pearl	Mus.	Galveston, Tex.
Boyden, Ralph Whiting	5 yr. Cer.	Saline.
Bird, Myra L.	Mus.	Gregory.
Bray, Louise Minnie	Mus.	Ypsilanti.
Bailey, Alice	Eng. Lat.	Pittsford.
Baker, Mabel Edna	Lit. Sci.	Carson City.
Blue, Pearl Alta	Mus.	Elm.
Bond, Charity A.	An. Cl.	London.
Burnett, Phoebe	5 yr. Cer.	Duncan.
Brown, Susie Aloysius	Lit.	Fort Gratiot.
Brown, Nellie Aloysius	Lit.	Fort Gratiot.
Brooks, Sarah Jane	Lit.	Republic.
Baker, Jessie Maria	Eng. Ger.	Springport.
Burt, Susan E.	5 yr. Cer.	Sandhurst.
Buell, Daisy Eugenia	Special.	Union City.
Bevins, John W.	Lat. Ger.	Leroy.
Bibbins, Carrie E.	5 yr. Cer.	Whittaker.
Bray, Bert Hayes	5 yr. Cer.	Ypsilanti.
Burt, Jessica S.	5 yr. Cer.	Sandfield.
Bushnell, Edna	5 yr. Cer.	Ypsilanti.
Brown, Flora Belle	Eng. Ger.	Belleville.
Begole, Delancey	5 yr. Cer.	Ypsilanti.
Begole, Philip	5 yr. Cer.	Ypsilanti.
Clark, Irving A.	Eng. Lat.	Corey.
Cooley, George D.	5 yr. Cer.	Ceresco.
Cleveland, Lena A.	5 yr. Cer.	Coldwater.
Crosby, Bertha Ina	5 yr. Cer.	Novi.

NAME.	COURSE.	RESIDENCE.
Crane, Carrie	5 yr. Cer.	Carleton.
Carey, Wm. D.	Sci.	Falcon.
Cromie, Mary Belle	5 yr. Cer.	Ypsilanti.
Cahow, Freeman C.	5 yr. Cer.	Reading.
Cogshall, Chas. Henry	Lit. Sci.	Sparta.
Cochrane, Frank B.	Eng. Lat.	Jackson.
Churchill, Fred M.	Lit. Sci.	Almont.
Collins, Olinda A.	Lat. Ger.	Blissfield.
Cook, Kittie Almira	5 yr. Cer.	Homer.
Cruikshank, Laura M.	Mus.	Lexington.
Cuningham, Florence	Lit. Sci.	Hamburg.
Cavanaugh, Alfonzo W.	5 yr. Cer.	London.
Chambers, Wm. E.	5 yr. Cer.	Ypsilanti.
Conley, Henry R.	5 yr. Cer.	Dexter.
Cullen, Mary Alice	Lit.	Hartland.
Chamberlain, Jay	5 yr. Cer.	Litchfield
Cundiff, Effie	Lat. Ger.	Ypsilanti.
Collins, Myrtie M.	5 yr. Cer.	Concord.
Cope, Milo	5 yr. Cer.	Traverse City.
Coon, Frank Henry	Eng. Lat.	Detroit.
Coats, John F.	Lit.	Joppa.
Clinton, Sylvester	5 yr. Cer.	Greenfield.
Clinton, John B.	5 yr. Cer.	Greenfield.
Corbin, Laurene	Mus.	Union City.
Clark, Jennie	5 yr. Cer.	Belleville.
Cole, Delbert	9th Grade.	Salem.
Childs, Addie Winifred	M. Cl.	Whittaker.
Carr, Gertrude	5 yr. Cer.	Anderson.
Childs, Edith Maria	Mus.	Whittaker.
Clinton, Theresa	5 yr. Cer.	Greenfield.
Chambers, James Benj.	9th Grade.	Ypsilanti.
Curtis, Loie	9th Grade.	Commerce.
Cowan, Alexander	9th Grade.	North Street.
Diller, Herbert	9th Grade.	Ypsilanti.
Donovan, Frank	9th Grade.	Emery.
Davis, Minnie Belle	9th Grade.	Ypsilanti.
Dean, Phoebe Eva	5 yr. Cer.	Lansing.
Dexter, Donna L.	5 yr. Cer.	Milan.

NAME.	COURSE.	RESIDENCE.
Dodds, Hiram	5 yr. Cer.	North Branch.
Derbyshire, Gurney G.	5 yr. Cer.	Ypsilanti.
Deacey, Emma	Mus.	Evart.
Davis, Nannie	Lit. Sci.	Washington.
Dorman, Mary Ellen	5 yr. Cer.	Chester.
Daley, Jerry A.	5 yr. Cer.	Davison.
Davis, Lura	Mus.	Ypsilanti.
Drury, Clara	5 yr. Cer.	Ypsilanti.
Davis, Ashley Deland	5 yr. Cer.	Climax.
Donaldson, Leoline	Sci.	Saline.
Delaforce, Nellie Maude	Lat Ger.	Milan.
Douglas, Dwight J.	Lit. Sci.	Church's Corners.
Davis, Martha A.	5 yr. Cer.	Davisburg.
Dohany, Mary Theresa	5 yr. Cer.	Southfield.
Devero, Wm. Chas.	Lit.	Pinckney.
Drake, Theodore Thos.	Sci.	North Farmington.
Daley, Gertrude Anna	Kindergarten.	Ishpeming.
Edson, Eugene F.	Eng. Lat.	Ypsilanti.
English, Ruey H.	9th Grade.	Goodison.
Eddy, Lora M.	Lit.	Hodunk.
Earl, Bertha G.	5 yr. Cer.	Lyons.
Everett, Henry Tuttle	Sci.	Ypsilanti.
Elliott, Ina Chloe	Lat. Ger.	Ypsilanti.
Fox, Georgia Etta	Lat. Ger.	Ovid.
Farwell, Nellie	Mus.	Ypsilanti.
Farwell, Una	5 yr. Cer.	Ypsilanti.
Ferguson, Elbert W.	Eng. Lat.	Ypsilanti.
Fosdick, Linnie	5 yr. Cer.	Saline.
Ferguson, Myron C.	5 yr. Cer.	South Lyon.
Fillmore, Chas. D.	Eng. Ger.	Petersburg.
Flint, Wm. Delos	Lat. Ger.	Novi.
Frey, Amelia Isabel	Lit.	Bedford.
Fanning, Claude W.	5 yr. Cer.	Ceresco.
Greenfield, Frank W.	Lit. Sci.	Church's Corners.
Gillette, Ernest B.	Lit. Sci.	Stony Creek.
Gordon, Grace	5 yr. Cer.	Saline.
Gordon, Julia A.	5 yr. Cer.	Saline.
Green, James A.	Lit. Sci.	Deanville.

NAME.	COURSE.	RESIDENCE.
Gunn, Nora	5 yr. Cer.	Charlotte.
Goodrich, Francis Lee D.	M. Cl.	Ypsilanti.
Gardner, Ella Matilda	Sh. Ger.	Ypsilanti.
George, Austin, Jr.	9th Grade.	Ypsilanti.
Gauntlett, James W.	Eng. Lat.	Milan.
Geer, Inez Ardennes	9th Grade.	Ypsilanti.
Goodrich, Ralph Dickinson	9th Grade.	Ypsilanti.
Gareissen, Mrs. Helene	Mus.	Galveston, Tex.
Gareissen, Marie L.	Mus.	Galveston, Tex.
Gill, George	Sci.	Ypsilanti.
Greene, Jesse N.	5 yr. Cer.	Hadley.
Geiger, Elizabeth	5 yr. Cer.	Zurich, Ont.
Gillett, Reuben Alfred	5 yr. Cer.	Springport.
Hardy, Rose	Mus.	Ypsilanti.
Herrick, Belle	Mus.	Olivet.
Howard, Clifford G.	5 yr. Cer.	Litchfield.
Halsted, James B.	Sci.	Farmington.
Harris, Lyman	Eng. Ger.	Moscow.
Haner, Edna H.	Lit.	Rockford.
Hazard, Edith May	Mus.	Sharon, Ct.
Hatfield, Julia C.	5 yr. Cer.	Remus.
Harwood, Lizzie A.	Lit.	Brighton.
Hess, Genie Maurise	Lit. Sci.	Napoleon.
Hill, Matie C.	M. Cl.	Kline.
Hardy, Olive Louella	Lat. Ger.	Detroit.
Hill, Margaret Ellen	Kindergarten.	Frankfort.
Hamlin, Fred Fayette	Eng. Ger.	Duffield.
Hardy, Lura	Lit.	Camden, W. Va.
Holmes, Tillie	Mus.	Ypsilanti.
Hitchings, Nellie	5 yr. Cer.	Port Huron.
Hinkley, Louisa L.	5 yr. Cer.	Ypsilanti.
Howard, Jerome Walton	Eng. Lat.	Lansing.
Horne, Joseph L.	5 yr. Cer.	Richfield, Utah.
Houston, Bertha	Eng. Lat.	Marshall.
Hayes, Phebe M.	Kindergarten.	Munith.
Horner, Ned R.	5 yr. Cer.	Ypsilanti.
Hall, Grace Lee	9th Grade.	Ypsilanti.
Harris, Ruth S.	5 yr. Cer.	Otter Lake.

NAME.	COURSE.	RESIDENCE.
Howard, Nina May	9th Grade.	Ypsilanti.
Haynes, Luella S.	Kindergarten.	Ypsilanti.
Iden, Melvin L.	9th Grade.	Bedford.
Johnson, Alice E.	9th Grade.	Ypsilanti.
Johnson, Lavena	9th Grade.	Milan.
Jones, Mary Eliza	Mus.	Ortonville.
Johnson, Cora Ethel	5 yr. Cer.	Carleton.
Jaquith, Lillian A.	5 yr. Cer.	Benzonia.
Jensen, Peter Joseph	Sci.	Parowan, Utah.
Jackson, Addie	Mus.	Ypsilanti.
Kemp, Verner E.	An. Cl.	Union City.
Krumback, Rose L.	5 yr. Cer.	Williamston.
Klett, Josephine C.	5 yr. Cer.	Whitehall.
Kishpaugh, Alice	5 yr. Cer.	Seymour Lake.
Knowles, Mattie	Lit.	Dundee.
Knowles, Anna E.	5 yr. Cer.	Azalia.
Kyle, William	Sh. Ger.	North Farmington.
Kimball, Katherine	Mus.	Alpena.
Knight, Albert E.	Lit.	Shiloh.
Kildea, Barnard	5 yr. Cer.	Corunna.
Lord, William S.	Lit.	Willis.
La Rowe, Addie Eliza	5 yr. Cer.	Webberville.
Lewis, Mabel	5 yr. Cer.	Allegan.
Linabury, Lillie May	5 yr. Cer.	Thomas.
Lowden, Alice M.	Mus.	Ypsilanti.
Loomis, Chester Brown	Eng. Ger.	Ypsilanti.
Leek, Eva	Mus.	Waterloo.
Lafler, Ellen L.	5 yr. Cer.	Dundee.
Lewis, Claude L.	Sci.	Ypsilanti.
Lawrence, Don J.	5 yr. Cer.	Ypsilanti.
Lawton, Charles T.	5 yr. Cer.	Dexter.
Mines, Grace Estella	5 yr. Cer.	Nunica.
Mellencamp, Frank J.	5 yr. Cer.	Grass Lake.
McEvoy, Nellie Geneva	5 yr. Cer.	Hopkins Station.
McGuire, Julia L.	5 yr. Cer.	Wixom.
Moorland, Frank	5 yr. Cer.	Hadley.
Marvin, Metta	5 yr. Cer.	Hartland.
Mast, Samuel O.	Eng. Ger.	Emery.

NAME.	COURSE.	RESIDENCE.
Morgan, Minnie E.	5 yr. Cer.	Ypsilanti.
Main, Annie	5 yr. Cer.	Bancroft.
Moots, Minnie	Mus.	Dewitt.
Moots, Tylla	5 yr. Cer.	Dewitt.
Miller, Nellie Isabel	5 yr. Cer.	Stockbridge.
Malcolm, Susie J.	5 yr. Cer.	Commerce.
Martindale, Kate	5 yr. Cer.	Kalkaska.
Moore, Alice E.	Lit.	Ypsilanti.
Mead, Eleanor	5 yr. Cer.	Tecumseh.
Miller, Sara Lodema	9th Grade.	Ypsilanti.
McKenna, Sadie	9th Grade.	Quinnesee.
McKenna, Frances	9th Grade.	Quinnesee.
Minnis, Mary Rose	9th Grade.	Ypsilanti.
Moore, Ella Jane	9th Grade.	Ypsilanti.
Merrill, Margaret E.	9th Grade.	Ypsilanti.
McGee, Anna M.	5 yr. Cer.	Brooklyn.
McDiarmid, Lester	Lit. Sci.	Bowne.
McDiarmid, Warren L.	Lit. Sci.	Bowne.
Moore, Bertha N.	Mus.	South Butler.
Mihlethaler, Darius	Eng. Ger.	Yale.
McCullough, Lewis C.	5 yr. Cer.	Shepardsville.
Mudge, Earl Victor	Lat. Ger.	Chesaning.
Minard, Frances E.	5 yr. Cer.	Rawsonville.
McCoy, Evah	Lit.	Pokagon.
McDonough, Mary J.	M. Cl.	Ypsilanti.
Milner, Georgia M.	Eng. Ger.	Detroit.
Mathews, Bertha W.	Eng. Ger.	Spring Arbor.
Norton, Raymond	Eng. Lat.	Parkville.
Nelson, Charles M.	5 yr. Cer.	Salem.
Nelson, Eugene H.	5 yr. Cer.	Salem.
North, Leon L.	5 yr. Cer.	Somerset Centre.
Nichols, Floyd H.	Sci.	North Farmington.
Noble, Hugh McIntyre	Eng. Ger.	Jeddo.
O'Connor, Mary	5 yr. Cer.	Millett.
O'Neill, Mary Alice	5 yr. Cer.	Roxana.
O'Brien, Frances	5 yr. Cer.	Kalamazoo.
Owen, Mary Alma	Kindergarten.	Bellevue.
O'Brien, Fannie	9th Grade.	Emery.

NAME.	COURSE.	RESIDENCE.
O'Brien, Minnie	9th Grade.	Emery.
Owen, Anna Belle	Kindergarten.	Pontiac.
Ostrander, Edwin J. F.	Sci.	London.
Pomeroy, Louise	Mus.	Ypsilanti.
Pierce, Ida	5 yr. Cer.	Ceresco.
Pierce, Alice Mary	Kindergarten.	Saline.
Price, Almeda M.	Lit. Sci.	Springport.
Pielow, Marion	Lit. Sci.	Dearborn.
Paton, Alice Armitage	Mus.	Liverpool, Eng.
Parent, Anna Phebe	5 yr. Cer.	Redford.
Paxson, Coral Belle	5 yr. Cer.	Three Oaks.
Pease, Frederic Irving	Mus.	Ypsilanti.
Parsons, Carl	Eng. Lat.	Devil's Lake.
Patterson, Jennie Belle	5 yr. Cer.	Cascade.
Parshall, Pearl	5 yr. Cer.	Hartland.
Partridge, Ernest D.	5 yr. Cer.	Provo City, Utah.
Parshall, Carrie	Mus.	Hartland.
Pennell, Helen Isabel	9th Grade.	Northville.
Pennell, Jessie Alice	9th Grade.	Northville.
Pomeroy, Anna	Eng. Ger.	Ypsilanti.
Price, Nellie Gertrude	5 yr. Cer.	Ravenna.
Redner, Mabel	Mus.	Ypsilanti.
Reinl, Allie Ella	5 yr. Cer.	Ypsilanti.
Ready, John S.	5 yr. Cer.	Carleton.
Rickett, Dwight D.	Lit. Sci.	Brighton.
Rorison, Helen Louise	5 yr. Cer.	Seneca Falls, N. Y
Rowe, Alfred Thos.	9th Grade.	Woodmere.
Rorabacker, Emily	9th Grade.	Worden.
Ross, Belle	9th Grade.	Ypsilanti.
Roche, Richard D.	5 yr. Cer.	Anderson.
Richardson, Anna A.	5 yr. Cer.	Bradley.
Reithmiller, Paulina	9th Grade.	Stockbridge.
Richards, Mae Urania	Kindergarten.	Ypsilanti.
Rankin, Julia	Sh. Ger.	St. Clair.
Rowley, Ruby	5 yr. Cer.	Crystal Falls.
Rhodes, Earl N.	5 yr. Cer.	Saline.
Roys, Minnie	Mus.	Belleville.
Raymond, Saml W.	Mus.	Jasper.

NAME.	COURSE.	RESIDENCE.
Remington, May	Kindergarten.	Ypsilanti.
Simms, Chas. H.	5 yr. Cer.	Dexter.
Smith, Nellie M.	5 yr. Cer.	Eagle Harbor.
Severance, George	An. Cl.	Walled Lake.
Swick, Lena M.	Lit.	Milan.
Spencer, Grace D.	5 yr. Cer.	Petersburgh.
Sweet, Henrietta	5 yr. Cer.	Hudsonville.
Sherrard, Charles H.	5 yr. Cer.	Springville.
Stephenson, Georgia	Lit.	Ypsilanti.
Smith, Mildred S.	5 yr. Cer.	Ypsilanti.
Stall, Florence	5 yr. Cer.	Liberty.
Strang, Eugene	9th Grade.	Ypsilanti.
Savery, W. Ira	9th Grade.	Salem.
Sober, James Fred	9th Grade.	Salem.
Smith, Edward Arnold	5 yr. Cer.	Salem.
Spears, Ida May	5 yr. Cer.	Azalia.
Smith, Flota	Mus.	Ridgeway.
Sinclair, Frank E.	Lit. Sci.	Burnside.
Scoville, Laura E.	5 yr. Cer.	Ypsilanti.
Stover, Henry	Eng. Ger.	Bloomingdale.
Sherman, Emma M.	Lit.	Redford.
Sager, Cora Drusilla	Mus.	Flowerfield.
Sawyer, Nellie Irene	5 yr. Cer.	Middleville.
Snyder, Frank D.	5 yr. Cer.	Jeddo.
Schuman, Mary Virginia	5 yr. Cer.	Greenville.
Saxton, Sylvia May	Lit. Sci.	Springport.
Shank, Albert	5 yr. Cer.	Yargerville.
Sweet, Chas. J.	Mus.	Ypsilanti.
Taylor, Blanche	Mus.	Tecumseh.
Thornton, Ona	5 yr. Cer.	Sherwood.
Townsend, Theodore	Lit. Sci.	Wacousta.
Tanner, Lora D.	5 yr. Cer.	Grand Ledge.
Tooze, Fred J.	Lit.	Bedford.
Thorp, Ira G.	Lit. Sci.	Hamilton.
Tooker, Herbert C.	Eng. Lat.	Bath.
Thompson, Genevieve L.	9th Grade.	Ypsilanti.
Tuttle, Laura Helen	M. Cl.	Ypsilanti.
Tupper, Inez Elrose	5 yr. Cer.	Ypsilanti.

NAME.	COURSE.	RESIDENCE.
Tucker, Ellen A.	Mus.	Ypsilanti.
Tripp, Ada Belle	5 yr. Cer.	Commerce.
Templeton, James W.	5 yr. Cer.	Marshall.
Todd, Mrs. Lucy	Mus.	Ypsilanti.
Turner, Benj. C.	Eng. Lat.	Michigan Centre.
Thayer, Lillie J.	5 yr. Cer.	Detroit.
Uren, Kate	5 yr. Cer.	Hancock.
Van Sickle, Henry George	5 yr. Cer.	Salem.
Vroman, Maude Celestia	9th Grade.	Ypsilanti.
Vorce, Grace	9th Grade.	Rawsonville.
Van Tassel, Cora B.	5 yr. Cer.	Quincy.
Van Buren, Della	Lit.	Ypsilanti.
Vleit, Clarence	Eng. Lat.	Clarkston.
Van Cleve, Nathaniel W.	Lit. Sci.	Ypsilanti.
Walworth, Edwin C.	Lit. Sci.	Moscow.
Wickham, Mrs. Mina	5 yr. Cer.	Nashville.
Ward, Edith Louise	5 yr. Cer.	Whitford Centre.
Willett, Adah	5 yr. Cer.	Ypsilanti.
Wheelock, Rose	Lit.	Saline.
Warner, Mabel Clare	Mus.	Ypsilanti.
Wortley, Rena	5 yr. Cer.	Ypsilanti.
Waterbury, Chas. E.	5 yr. Cer.	Quincy.
Welch, Edgar G.	Lit. Sci.	Clare.
Woodcox, Cornelius	Eng. Lat.	St. Joseph.
Whitfield, Henry O.	5 yr. Cer.	Waterford.
Whitwell, John	5 yr. Cer.	Jackson.
Webb, William Henry	5 yr. Cer.	Gilford.
Walker, Edith Mae	5 yr. Cer.	Tawas City.
Waterman, Olney A.	Eng. Lat.	Hudson.
Wood, Blanche	5 yr. Cer.	Clyde.
Woodard, Jennie	Sci.	Forest Grove.
Wadsworth, Fred E.	Mus.	Petersburg.
Whitcomb, Lemley	Eng. Lat.	Ypsilanti.
Whitbeck, Albert J.	Eng. Ger.	Battle Creek.
Wright, Garrett O.	5 yr. Cer.	Ypsilanti.
Weston, Lizzie	Eng. Lat.	Plank Road.
Wood, Mayme	Mus.	Ypsilanti.
Whitbeck, Lucius	5 yr. Cer.	Battle Creek.

NAME.	COURSE.	RESIDENCE.
Warner, Geo. Gill	Sci.	Ypsilanti.
Ward, Virgil M.	5 yr. Cer.	Stony Creek.
Younglove, Jessie	5 yr. Cer.	Raisinville.
Ziegler, George	Lit.	Greenfield.

SECOND YEAR.

The names of students taking a short course prescribed for graduates of approved High Schools, are marked thus *.

Appling, Chas. E.	5 yr. Cer.	Bell Branch.
Armstrong, Edwin T.	Sci.	Adrian.
Allen, Elmer Cushman	Eng. Lat.	Ypsilanti.
Aiston, Robt. T.	5 yr. Cer.	Azalia.
Allen, Chas. Edward	Mus.	Hanover.
Benedict, Ada May	Eng. Ger.	Wacousta.
Blair, Bertha L.	5 yr. Cer.	Napoleon.
Bates, William H.	Lit. Sci.	Kalkaska.
Beach, Thirza	Lit. Sci.	Smith Creek.
Bauer, Mollie M.	5 yr. Cer.	David City, Neb.
Burns, Rachel	5 yr. Cer.	Adamsville.
Bennett, Vernon S.	Lit. Sci.	Fenton.
Bowers, Estella Irene	Lit. Sci.	Ypsilanti.
Bassett, Florence L.	Mus.	Ironwood.
Bradshaw, Esther	5 yr. Cer.	Roseburg.
Bradley, Arthur	5 yr. Cer.	Clinton.
Buck, Charlotte	5 yr. Cer.	Ypsilanti.
Bentley, Ada E.	5 yr. Cer.	Eaton Rapids.
Bentley, Amy S.	5 yr. Cer.	Eaton Rapids.
Baldwin, Madison G.	5 yr. Cer.	Toledo, O.
Babbitt, Nancy P.	M. Cl.	Ypsilanti.
Burnett, Fred A.	5 yr. Cer.	Salem.
Babbitt, Edith Ione	5 yr. Cer.	Grayling.
Ball, Alice Helen	Lat. Ger.	Hamburg.
Burdick, Orion Lewis	Sci.	Crawford.
Brondige, John E.	5 yr. Cer.	Davisburg.
Barker, Hattie	5 yr. Cer.	Morley.
Burt, Bertha Belle	5 yr. Cer.	Concord.

NAME.	COURSE.	RESIDENCE.
Boyle, James G.	5 yr. Cer.	Carleton.
Barnum, Edna	5 yr. Cer.	Ypsilanti.
Block, William Henry	5 yr. Cer.	Whiteford Centre.
Brown, Forest B. H.	Lat. Ger.	Ypsilanti.
*Carleton, Ivah May	Kindergarten.	St. Clair.
Cope, Cora E.	5 yr. Cer.	Ypsilanti.
Coombs, Lotta C.	Mus.	Hillsdale.
Chapman, Almond B.	Sci.	South Rockwood.
Chapman, Washington	Sci.	Rockwood.
Cromie, Margaret	Kindergarten.	Ypsilanti.
Cookingham, De Lette	Lit. Sci.	Ypsilanti.
Carpenter, Elmer A.	5 yr. Cer.	Manton.
Campbell, Jennie L.	Eng. Ger.	Manchester.
Charbonneau, Maggie	5 yr. Cer.	Ypsilanti.
*Chappell, Neva A.	Kindergarten.	Milford.
Crawford, Daniel G.	5 yr. Cer.	Grant Station.
Crittenden, Amy	5 yr. Cer.	Ypsilanti.
Cleveland, Grace A.	Lit. Sci.	Coldwater.
Coverdale, George	Eng. Lat.	Mayville.
Cook, Moreland	5 yr. Cer.	Ypsilanti.
Campbell, M. Belle	Eng. Ger.	Martin.
Crittenden, Nettie	Mus.	Macon.
Creed, Mary	5 yr. Cer.	Centerville.
Camburn, Carrie	5 yr. Cer.	Macon.
Camburn, Florence	Mus.	Macon.
Diller, Morris	Sci.	Ypsilanti.
De Vee, Adaliza	Kindergarten.	London.
Dodge, Olive Mary	M. Cl.	Republic.
De Cew, Evelyn	Sh. Ger.	Ypsilanti.
Dexter, Lucy J.	5 yr. Cer.	Ypsilanti.
Dexter Mabel	5 yr. Cer.	Milan.
Dexter, Annis C.	5 yr. Cer.	Ypsilanti.
Derthick, Myrtie Belle	5 yr. Cer.	Ransom.
†Dodge, Susan C.	M. Cl.	Ypsilanti.
Drought, Louise	5 yr. Cer.	Port Huron.
Davis, Jennie A.	Lit.	Milford.
Ellworth, Florence	Eng. Ger.	Ypsilanti.

†Deceased.

NAME.	COURSE.	RESIDENCE.
Ellis, Rose	Eng. Ger.	Ypsilanti.
Ellsworth, Daniel	5 yr. Cer.	Ypsilanti.
Exelby, Elmer	Lit. Sci.	Deerfield.
Eldred, Edith M.	5 yr. Cer.	Quincy.
Elwell, Grace A.	Lit. Sci.	Leonard.
Forsythe, Lottie M.	5 yr. Cer.	York.
Fiske, Marion Josephine	Kindergarten.	Ypsilanti.
Farmer, Arthur E.	5 yr. Cer.	Walled Lake.
Foley, Mary D.	5 yr. Cer.	Petoskey.
Flint, Maude Alice	Lat. Ger.	Novi.
French, Helen	Eng. Lat.	Cassopolis.
Farnham, Jennie Belle	Lat. Ger.	Ypsilanti.
Furniss, Minnie Effie	Kindergarten.	Nashville.
Greenfield, Luella Grace	Eng. Lat.	Athens.
Gardner, Mary E.	Sh. Ger.	Ypsilanti.
Gleason, Frankie	Mus.	Hadley.
Green, Wm. A.	5 yr. Cer.	Belleville.
Gillette, Emma A.	5 yr. Cer.	Maple.
Gould, Raymond R. N.	Lit. Sci.	Carson City.
Gordon, Donald C.	5 yr. Cer.	Bell Branch.
Gordon, Spencer S.	5 yr. Cer.	Bell Branch.
Green, William Levi	5 yr. Cer.	North Farmington.
Grant, Alice E.	5 yr. Cer.	Traverse City.
Green, Clarence W.	An. Cl.	Hadley.
Gunnison, Bessie A.	5 yr. Cer.	Gunnisonville.
Hitchcock, Carrie	Mus.	Cass City.
Hill, Ada Benton	Kindergarten.	Saline.
Holmes, Bertha A.	5 yr. Cer.	Caseville.
Hemphill, Josephine M.	M. Cl.	Ypsilanti.
Hall, Edward J.	Sci.	Central Mine.
Hudson, Thirza	Mus.	Detroit.
Humphrey, Sara	Mus.	Cheybogan.
Henry, Myrtie A.	Lit.	Burlington.
Hovey, Frank D.	Lit.	Frankfort.
Hanford, May Evelyn	Lit.	Plymouth.
Hutson, Agnes Kay	Lit.	Calumet.
Hunt, Edith D.	Lit. Sci.	Bell Branch.
Hemingway, Ada Grace	Lit. Sci.	Hadley.

NAME.	COURSE.	RESIDENCE.
Jones, Vada Moore	Eng. Lat.	Ypsilanti.
Johnson, Edith M.	Eng. Ger.	Saline.
Johnson, Elva L.	Kindergarten.	Athens.
Jennings, Warner A.	Lit. Sci.	Benton Harbor.
Kemp, Orval A.	An. Cl.	Union City.
Kelly, Margaret J.	5 yr. Cer.	Ubley.
Kelly, Joseph	5 yr. Cer.	Ubley.
Kelly, Daniel	5 yr. Cer.	Ubley.
Kidder, Carrie Belle	Sh. Ger.	Reading.
Kropscott, Grace	Eng. Lat.	Overisel.
Kerry, Mary Alice	5 yr. Cer.	Chief.
Kurtz, Edith A.	Mus.	Genesee Village.
Lowry, S. Ellen	5 yr. Cer.	Norvell.
Lockwood, Lamont H.	Lit. Sci.	Petersburg.
Livingston, Chas. D.	Lat. Ger.	Bowne.
Lenhart, Barbara	5 yr. Cer.	Bridgman.
Leland, Joshua G.	Lit. Sci.	Emery.
Lathers, Adelbert E.	Eng. Lat.	Inkster.
Lawrence, Hattie K.	Eng. Ger.	Ypsilanti.
Miller, Bertha M.	Mus.	Palo.
Masten, Berta	Kindergarten.	Eldorado, Ohio.
McCracken, Nellie	5 yr. Cer.	Farmington.
Mallory, Dora	5 yr. Cer.	Blissfield.
Moore Grace	Kindergarten.	Ypsilanti.
McCracken, Arthur	5 yr. Cer.	Farmington.
McDonough, Margaret	M. Cl.	Ypsilanti.
Marvin, Arthur F.	5 yr. Cer.	Azalia.
Michel, Chas. B.	5 yr. Cer.	Ceresco.
Mead, Grace	5 yr. Cer.	Reading.
Mallison, Leona B.	5 yr. Cer.	Ferry.
McKay, Julia	5 yr. Cer.	Carleton.
McGuire, Joanna	5 yr. Cer.	Ypsilanti.
Mordoff, Lizzie	5 yr. Cer.	Belleville.
McAlpine, Schuyler C.	An. Cl.	Dowagiac.
McCaughna, Archie T.	Lit. Sci.	Byron.
McDougall, Mary B.	5 yr. Cer.	Ypsilanti.
McDonald, N. Meda	Sci.	White Pigeon.
McDonald, A. Della	Lat. Ger.	White Pigeon.

Name.	Course.	Residence.
McDonald, Metta	Mus.	White Pigeon.
Nichols, Dollie	M. Cl.	Fowlerville
O'Keefe, Elizabeth	Kindergarten.	Grand Rapids.
Oberst, Kathreen	Mus.	Ypsilanti.
Olcott, Emma L.	5 yr. Cer.	Ypsilanti.
Pawson, Jennie Mae	Mus.	Ypsilanti.
Phillips, Hattie	Mus.	Ypsilanti.
Page, Reba B.	5 yr. Cer.	Ypsilanti.
Pulver, Lulu	5 yr. Cer.	Ypsilanti.
Pratt, Maude Ethelyn	Lit.	Oviatt.
Parsons, Archie A.	Mus.	Ypsilanti.
Parsons, Chester G.	Mus.	Ypsilanti.
Pattison, Flora	M. Cl.	Eustis, Fla.
Pitts, George Albert	Eng. Lat.	Rockford.
Parsons, Fred F.	Mus.	Ypsilanti.
Phillips, Mabelle	5 yr. Cer.	Kalamazoo.
Pierce, Pruda B.	5 yr. Cer.	Detroit.
Quackenbush, Edith A.	5 yr. Cer.	Dixboro.
Rowe, Anna	Lit.	Rawsonville.
Radford, Charles	5 yr. Cer.	Danville.
Rouse, Ellen Alma	Mus.	Sisseton Agency, S. D.
*Reed, Edith M.	Kindergarten.	Northville.
*Reed, Minnie A.	Kindergarten.	Northville.
Rowley, Ray DeWitt	Eng. Ger.	Cedar Rapids, Ia.
Smith, Alberta A.	5 yr. Cer.	Ypsilanti.
Smith, Nellie Edwina	An. Cl.	Ypsilanti.
Sherman, George Edwards	An. Cl.	Ypsilanti.
Sickles, Lura	Sh. Ger.	Schoolcraft.
Severance, Clara C.	5 yr. Cer.	South Lyon.
Swaine, Florence L.	M. Cl.	Ypsilanti.
Shearer, May	Mus.	Jackson.
Stevens, Grace B.	Mus.	Ypsilanti.
Savery, Catharine R.	Mus.	Ypsilanti.
Sisson, Perry L.	5 yr. Cer.	Imlay City.
Stewart, Thos. E.	Lit. Sci.	Lansing.
Straight, Henry E.	Lit. Sci.	Coldwater.
Savage, Eudora H.	5 yr. Cer.	Litchfield.
Skinner, Alice	Kindergarten.	Maple Rapids.

NAME.	COURSE.	RESIDENCE.
Smith, Emma Lozette	5 yr. Cer.	Sylvania, O.
Smith, Nora Amanda	Lit. Sci.	Plymouth.
Stewart, Nellie	5 yr. Cer.	Ypsilanti.
Shaw, Merry Louisa	Mus.	Ypsilanti.
Straight, Eunice A.	An. Cl.	Coldwater.
Sanford, Beryl Mabelle	Mus.	Ypsilanti.
Sage, Grace M.	Kindergarten.	Macon.
Swift, Mary E.	Mus.	Battle Creek.
Smith, Chas. E.	Sci.	Sand Hill.
Snidecor, Jennie M.	5 yr. Cer.	Ypsilanti.
Spokes, Agnes M.	5 yr. Cer.	Norvell.
Schermerhorn, Lizzie M.	Eng. Ger.	Reading.
Sterling, Katharine M.	Lat. Ger.	Ludington.
Stumpenhusen, Alma	Sh. Ger.	Ypsilanti.
Tretheway, Mabel	Lit.	Norway.
Travis, Mary L.	Eng. Lat.	Climax.
Trump, Minnie	5 yr. Cer.	Coldwater.
Tedman, Grace M.	Kindergarten.	Dixboro.
Turner, Edith	Eng. Ger.	Michigan Centre.
Van Buren, Carrie	Mus.	Dexter.
Van Dusen, Janet Young	Sci.	Ypsilanti.
Voorhies, Herbert L.	Lit.	Hartland.
Vester, William R.	5 yr. Cer.	Carleton Centre.
Whipple, Mabel F.	Lat. Ger.	Novi.
Wellman, Tena B.	Kindergarten.	Okemos.
Webb, Ottie Mae	Lit. Sci.	Ypsilanti.
Warner, Luna A.	5 yr. Cer.	Vermontville.
Walworth, Irving L.	Eng. Lat.	Moscow.
Wallin, Winifred	Mus.	Northville.
Weir, Cora	5 yr. Cer.	Austerlitz.
*Wortley, Myrtelle D.	5 yr. Cer.	Ypsilanti.
*Wilkins, Frances C.	Kindergarten.	Union City.
Williams, Bert H.	Sci.	Beacon.
Whidden, John C.	5 yr. Cer.	Vassar.
Wallace, Henry M.	Lit. Sci.	Hartland.
Weed, Millie L.	Eng. Lat.	Detroit.
Weed, Ethel M.	Eng. Lat.	Detroit.
Welch, Edna	5 yr. Cer.	Maybee.

NAME.	COURSE.	RESIDENCE.
Wilson, Alice M.	Lat. Ger.	North Aurelius.
Yost, Jesse J.	5 yr. Cer.	Fostoria, O.
Young, Arthur	Eng. Lat.	Birmingham.

THIRD YEAR.

Allison, Jessie	5 yr. Cer.	Reed City.
*Alexander, Alice Wells	5 yr. Cer.	Toledo.
Aldrich, Nellie Florence	An. Cl.	Ludington.
Bockheim, Carrie	Sh. Ger.	Detroit.
Basney, Burton E.	5 yr. Cer.	Starrville.
*Blackmarr, Carolyn A.	Lit.	Duluth, Minn.
Benson, Arthur F.	5 yr. Cer.	Morrice.
Barber, Carrie Anna	Eng. Lat.	Richland.
*Baker, Kate Inez	Lit.	Wolf Creek.
Beach, Katharine	Music.	Kalamazoo.
Broad, Edith Christine	Eng. Lat.	Negaunee.
*Baty, Hattie Amelia	Lit.	Marshall.
Bush, Isabel Graham	Mus.	Battle Creek.
Browning, Minnie	Eng. Ger.	Osceola Centre.
Beurman, Eva Ella	Sh. Ger.	Duplain.
Babbitt, Alice L.	Mus.	Ypsilanti.
Briggs, Nettie Belle	Kindergarten.	Vicksburg.
Bartlett, Winifred Edith	5 yr. Cer.	Plymouth.
*Bates, Fronia	Kindergarten.	Jackson.
*Bailey, Ella Melissa	5 yr. Cer.	Grand Rapids.
*Coddington, Ralph Waldo	5 yr. Cer.	Union City.
Case, Willis Elmer	5 yr. Cer.	York.
Canright, Alice Blanche	5 yr. Cer.	Joppa.
*Cochrane, Mary Edith	5 yr. Cer.	Jackson.
*Carlisle, Maude	M. Cl.	Ypsilanti.
Cope, Franklin L.	5 yr. Cer.	Ypsilanti.
Crippen, Carrie	Mus.	Ypsilanti.
*Chapel, Rosa Belle	5 yr. Cer.	Grand Blanc.
*Cole, Blanche Alene	5 yr. Cer.	Muir.
Chaffin, Fannie	5 yr. Cer.	Morrice.
*Case, Edith M.	Sci.	Manchester.

NAME.	COURSE.	RESIDENCE.
*Creagan, Anna M.	5 yr. Cer.	Decatur.
Colby, Rose	5 yr. Cer.	Ypsilanti.
Chase, Mary Pauline	Kindergarten.	Otsego.
Clark, James E.	Eng. Lat.	Milan.
*Chapel, Winnie May	5 yr. Cer.	Grand Blanc.
Comstock, Emilie	Lat. Ger.	Ypsilanti.
*Duckering, Ina J.	5 yr. Cer.	Highland Station.
*Dean, Ralph Benedict	5 yr. Cer.	Vermontville.
*Douglass, Lola E.	5 yr. Cer.	Paw Paw.
Drake, Bertha	Eng. Lat.	Weston.
Delaforce, Annie Edith	Lit. Sci.	Milan.
Diller, Harriet	Lat. Ger.	Ypsilanti.
Dickerman, Anna Louise	5 yr. Cer.	Lansing.
Dansingburg, Frederic J.	Mus.	Stony Creek.
*Davis, Grace B.	Eng. Lat.	Mobile, Ala.
Dickinson, Mary Andrews	Mus.	Ypsilanti.
*Daley, Hiram C.	5 yr. Cer.	Shepardsville.
Dean, Julia A.	Lit.	Oak Grove.
Evans, Frank L.	Eng. Lat.	Ypsilanti.
Ellsworth, George H.	Sh. Ger.	Ypsilanti.
Eldridge, Jessie Adelle	Lit.	Adrian.
*Erbelding, Elizabeth M.	5 yr. Cer.	Marquette.
Eadus, Lillian	5 yr. Cer.	Whitehall.
Elwell, Effie Gene	5 yr. Cer.	Leonard.
*Fraser, Maude	Lit.	Ypsilanti.
Foley, Jessie C. H.	Lat. Ger.	Ypsilanti.
Fiske, Lillian May	Mus.	Ypsilanti.
*Frasier, Cora L.	5 yr. Cer.	Metamora.
*Gibson, Louise May	Kindergarten.	Champion.
Geoghan, Blanche	Sci.	Ypsilanti.
Gordon, Grant Werden	5 yr. Cer.	Bell Branch.
Goss, Etta C.	Lit. Sci.	Otsego.
*Gaw, Byrdie Anna	Eng. Ger.	Union City.
Granville, Verona Ewen	Sh. Ger.	Benton Harbor.
Gore, Susan Ruth	Eng. Ger.	Ypsilanti.
*Gilbert, Evelyn	5 yr. Cer.	St. Clair.
*Grierson, Margaret May	5 yr. Cer.	Calumet.
Gross, Matilda Louisa	Kindergarten.	Manistee.

NAME.	COURSE.	RESIDENCE.
*Gribble, Phoebe	5 yr. Cer.	Red Jacket.
George, Hattie Louise	Lat. Ger.	Ypsilanti.
*Glass, Ida May	Kindergarten.	Cadillac.
Goodison, Bertha	M. Cl.	Ypsilanti.
Geer, Winifred M.	Lit. Sci.	Dansville.
*Haynes, Walter S.	Lit. Sci.	Ypsilanti.
Haskins, Carrie Anabel	Kindergarten.	Bronson.
Holmes, Marion	Lit.	Ypsilanti.
*Hyder, Alice	Lit. Sci.	Plainwell.
Hall, Minnie Olivia	Eng. Lat.	Duplain.
*Haines, Ida May	Kindergarten.	Olivet.
Harris, Grace Louise	5 yr. Cer.	Cadillac.
Harlow, Lelia	Mus.	Coldwater.
*Hyde, Mary Olivia	5 yr. Cer.	Coldwater.
Hay, Caroline	Lat. Ger.	Ypsilanti.
Haight, Effie M.	5 yr. Cer.	Milan.
*Hughes, Mary Curran	5 yr. Cer.	Calumet.
Hooper, Harriet	Sh. Ger.	Caro.
Holland, Rupert	5 yr. Cer.	Seward, O.
Holmes, Estella	Lit. Sci.	Ypsilanti.
Hawkins, Nellie	5 yr. Cer.	Oscoda.
*Hollister, Alice Maude	Lit. Sci.	Lake Linden.
Howe, Emery D.	Eng. Lat.	Milan.
Higgins, Jay P.	5 yr. Cer.	Dailey.
Howard, Benj. F.	Eng. Lat.	Ypsilanti.
*Hawley, Esther de Reimer	Kindergarten.	Oscoda.
*Healey, Mollie	Lit.	Hancock.
Hyser, Frank H.	5 yr. Cer.	Austerlitz.
Hopkins, Frances Emily	An. Cl.	Ludington.
Holbrook, Lemuel G.	An. Cl.	Duplain.
Hunter, Irving Benj.	An. Cl.	Ypsilanti.
*Hall, Grace Sullivan	5 yr. Cer.	Union.
*Isaacsen, Anna Elizabeth	5 yr. Cer.	Hancock.
Ingersoll, Julia L.	Mus.	Dundee.
*Ives, Sarah Adelia	5 yr. Cer.	Coldwater.
Johnson, Henry Elmer	Lit. Sci.	Saline.
Jenness, Laura S.	Mus.	Ypsilanti.
Jagger, Louise	5 yr. Cer.	Victory.

NAME.	COURSE.	RESIDENCE.
*Jackson, Alberta Eugenia	Kindergarten.	Greenland.
*James, Jennie	5 yr. Cer.	Calumet.
*Kittell, Willet E.	5 yr. Cer.	White Pigeon.
*Kinsman, Mary Vivian	Kindergarten.	Beacon.
*Kerredge, May M.	Kindergarten.	Hancock.
*Kirker, Mattie	5 yr. Cer.	North Newburg.
Kimmell, William L.	Sci.	Ypsilanti.
Kelb, Susan	5 yr. Cer.	Union.
Lappeus, Addie	5 yr. Cer.	Ypsilanti.
Ludwig, William A.	Eng. Lat.	Ypsilanti.
Long, Kittie E.	Sh. Ger.	Lansing.
Langston, Isabella	Lit. Sci.	Detroit.
Lownsbury, Nellie	5 yr. Cer.	Ypsilanti.
Loveland, Elwin O.	5 yr. Cer.	Milan.
*Lee, Cora May	5 yr. Cer.	Lowell.
Moore, Harry	Lat. Ger.	Ypsilanti.
Marvin, Albert Charles	5 yr. Cer.	Azalia.
*Metcalf, Nettie V.	Kindergarten.	Sand Hill.
Murdock, Albert H.	5 yr. Cer.	Berne.
*McDonnell, Lizzie	Lit.	Hancock
*Marble, Stella May	Lat. Ger.	Marshall.
*McCloskie, Carrie	An. Cl.	Lapeer.
McDougall, Anna	Lit. Sci.	Ypsilanti.
*Mack, Amelia	M. Cl.	Niles.
McFetridge, Mary Eliza	Kindergarten.	Ida.
Morse, John	5 yr. Cer.	Bay City.
McMullen, Nettie	Sci.	York.
Mackinder, Milo	5 yr. Cer.	Dansville.
McCutcheon, Herbert E.	Eng. Lat.	Marysville.
McKinley, Chas. Robt.	5 yr. Cer.	Centreville.
McNicol, Jeanie	Lat. Ger.	Ypsilanti.
*Mosher, Clare D.	5 yr. Cer.	Centreville.
*Muenscher, Josephine	5 yr. Cer.	Manistee.
Newcomb, Amy A.	Eng. Lat.	Marcellus.
Norgate, Frances Alice	5 yr. Cer.	Dublain.
Norton, Charles Hardy	Sci.	Hudson.
Orcutt, Rose Helena	M. Cl.	South Butler.
Post, Gardner A.	5 yr. Cer.	Belmont.

NAME.	COURSE.	RESIDENCE.
Pease, Ruth C.	Mus.	Ypsilanti.
Parsons, Sara Attillia	Lat. Ger.	Ypsilanti.
Parsons, Gertrude L.	Mus.	Ypsilanti.
Peterson, Josie	5 yr. Cer.	Charlevoix.
Pickett, Mary M.	5 yr. Cer.	Leslie.
Pickett, Lulu E.	Eng. Lat.	Leslie.
*Pope, Libbie	Kindergarten.	Calumet.
*Pope, Louise	Kindergarten.	Calumet.
*Palmer, Dora Rebecca	5 yr. Cer.	Grand Blanc.
*Palmer, Nellie A.	5 yr. Cer.	Grand Blanc.
*Rogers, Anna A.	5 yr. Cer.	Oscoda.
Rowley, Adaline Whitney	Lat. Ger.	Cedar Rapids, Ia.
Richart, Franc A.	5 yr. Cer.	Macon.
Ross, Mrs. Anabel Hess	Kindergarten.	Benton Harbor.
Smith, William A.	An. Cl.	Denton.
*Sherman, Mildred Amanda	Kindergarten.	Cassopolis.
Shaw, Inez Philena	5 yr. Cer.	Litchfield.
Seeley, Mary Ellen	5 yr. Cer.	Climax.
Steele, Frank N.	Sci.	Farmington.
*Sweeting, May L.	5 yr. Cer.	Ypsilanti.
*Southgate, Helen Anderson	Sci.	Detroit.
Stocking, Cora D.	Sci.	Stockbridge.
Smith, Frank C.	Mus.	Ypsilanti.
Severance, Lucy	Kindergarten.	Novi.
Savage, Nettie M.	5 yr. Cer.	Cassopolis.
Sturdevant, Minnie L.	5 yr. Cer.	Grand Ledge.
Stewart, Bert Edward	Sci.	Scofield.
Smith, Mabel Wiloughby	Lat. Ger.	Niles.
*Smith, Grace A. C.	5 yr. Cer.	Grand Rapids.
*Simpson, Mary A. S.	5 yr. Cer.	Grand Rapids.
*Sattler, Thos. Martin	5 yr. Cer.	Charlotte.
*Smith, U. Addie	5 yr. Cer.	Flint.
Simmons, Belle	5 yr. Cer.	Alpena.
Starks, Lily Azella	Lit.	Marshall.
Sill, Joseph	An. Cl.	Ypsilanti.
Torrey, Susie M.	5 yr. Cer.	Armada.
Travis, Ora	An. Cl.	St. Johns.
Thomas, Christine	Lit.	Hancock.

NAME.	COURSE.	RESIDENCE.
*Jackson, Alberta Eugenia	Kindergar[illegible]	Tecumseh.
*James, Jennie	5 yr. Cer.	Ypsilanti.
*Kittell, Willet E.	5 yr. Cer.	North Adams.
*Kinsman, Mary Vivian	Kinderga[illegible]	Saranac.
*Kerredge, May M.	Kinderg[illegible]rten.	Kalamazoo.
*Kirker, Mattie	5 yr. C[illegible]rten.	Ypsilanti.
Kimmell, William L.	Sci.	Ionia.
Kelb, Susan	5 yr. [illegible]	Grand View.
Lappeus, Addie	5 yr. [illegible]	Sunfield.
Ludwig, William A.	Eng. [illegible]	Ceresco.
Long, Kittie E.	Sh. [illegible]	Blissfield.
Langston, Isabella	Lit. [illegible]garten.	Williamston.
Lownsbury, Nellie	5 yr [illegible]er.	Williamston.
Loveland, Elwin O.	5 y[illegible]Lat.	Wisner, Nebr.
*Lee, Cora May	5 [illegible]	Richmond.
Moore, Harry	L[illegible]	Dansville.
Marvin, Albert Charles	5 [illegible]er.	Oak Grove.
*Metcalf, Nettie V.	K [illegible]er.	Kent City.
Murdock, Albert H.	[illegible]	Ypsilanti.
*McDonnell, Lizzie	I [illegible]Cer.	Bismarck.
*Marble, Stella May	[illegible] Ger.	Waltz.
*McCloskie, Carrie	[illegible] Cer.	Luther.
McDougall, Anna	[illegible] Lat.	Addison.
*Mack, Amelia	[illegible] Cer.	Sturgis.
McFetridge, Mary Eliza	[illegible] Sci.	Ypsilanti.
Morse, John	[illegible] yr. Cer.	Sand Beach.
McMullen, Nettie	[illegible] yr. Cer.	Quincy.
Mackinder, Milo	[illegible]at.	Manchester.
McCutcheon, Herbert E.	An. Cl.	West Sebewa.
McKinley, Chas. Robt.	Lit. Sci.	Wacousta.
McNicol, Jeanie	Kindergarten.	Ypsilanti,
*Mosher, Clare D.	Lit. Sci.	Beacon.
*Muenscher, Josephine	[illegible] 5 yr. Cer.	Spring Arbor.
Newcomb, Amy A.		
Norgate, Frances Alice	FOURTH YEAR.	
Norton, Charles Hardy		
Orcutt, Rose Helena	An. Cl.	Cadillac.
Post, Gardner A.	Lat. Ger.	Sault Ste. Marie.

	Course.	Residence.
	Lit. Sci.	Novi.
..nell	Lit.	Ann Arbor.
\..bert	Eng. Lat.	Norway.
...	Lit.	Coldwater.
.	Sci.	Ypsilanti.
..e May	Sh. Ger.	Saline.
I .	Sci.	Ypsilanti.
..	Lit.	Northville.
.. Goodhue	Sh. Ger.	Breedsville.
.. ..ed	Lit. Sci.	Mt. Pleasant.
.. ..a M.	M. Cl.	Cadillac.
.. m. D.	Lit. Sci.	Sparta.
.. Frank	Eng. Lat.	Three Rivers.
.. Paul A.	Lit. Sci.	Cassopolis.
.. ..dell	Lit. Sci.	Jackson.
.. ..daline Frances	Eng. Ger.	Toledo, O.
.. ..lern W.	Sci.	Sheridan.
.. Jay Bradley	Sh. Ger.	Charlotte.
.. Blanche E.	Lit. Sci.	Leslie.
..r, Sara Louise	Eng. Ger.	Benton Harbor.
.., Etta M.	Lit. Sci.	Mt. Salem.
..uss, Heinrich W.	Lit. Sci.	Brighton.
..se, Grace Anette	Lat. Ger.	Ypsilanti.
.. n, Fred W.	Lit. Sci.	Cadillac.
..drich, Ernest P.	Sci.	Ypsilanti.
..ll, Emilie Cornelia	Lit., Sh. Ger.	Ypsilanti.
Harris, Mrs. Frances Mary	Eng. Lat.	Ypsilanti.
Hathaway, Maude C.	Eng. Lat.	Blissfield.
Hall, Grace	Lat. Ger.	Ypsilanti.
Heath, Stella L.	Sh. Ger.	Hastings.
*Harshbarger, Minnie A. S.	Sci.	Henderson.
*Houtz, Bertha A.	Lit. Sci.	Hillsdale.
Harris, Harley	Lit. Sci.	Tompkins.
Harrington, Frank J.	Eng. Lat.	Parma.
Holbrook Emma Mabel	M. Cl.	Ypsilanti.
*Harris, Katharine Wright	Lit.	Port Huron.
*Kenyon, Hattie Loretta	Lit.	St. Johns.
Langford, Theron Sparhawk	Sh. Ger.	Williamston.

NAME.	COURSE.	RESIDENCE.
Temple, Fern F.	5 yr. Cer.	Tecumseh.
Tuttle, Lynn J.	5 yr. Cer.	Ypsilanti.
Tiffany, Minnie	5 yr. Cer.	North Adams.
Thompson, Tinnie	5 yr. Cer.	Saranac.
Tuttle, Kate M.	Kindergarten.	Kalamazoo.
Titus, Winnie Alma	Kindergarten.	Ypsilanti.
Taggart, Mary Agnes	5 yr. Cer.	Ionia.
Tower, Ward	5 yr. Cer.	Grand View.
Tomlinson, John A.	An. Cl.	Sunfield.
Ulrich, Mamie	5 yr. Cer.	Ceresco.
Urban, Adelaide J.	Lit. Sci.	Blissfield.
*Vanneter, Pearl	Kindergarten.	Williamston.
*Vanneter, Merritt C.	5 yr. Cer.	Williamston.
Vandeburg, Frank H.	Eng. Lat.	Wisner, Nebr.
Vogt, Fannie	Mus.	Richmond.
Walker, Willetta M.	Mus.	Dansville.
*Wells, Jennie	5 yr. Cer.	Oak Grove.
Williams, Grace B.	5 yr. Cer.	Kent City.
Wilber, Minnie	Mus.	Ypsilanti.
Walsh, Millie Weltha	5 yr. Cer.	Bismarck.
Waltz, Mabel	Eng. Ger.	Waltz.
Wood, Mary Wilhelmina	5 yr. Cer.	Luther.
Wilcox, Felix Eugene	Eng. Lat.	Addison.
Williams, Roy E.	5 yr. Cer.	Sturgis.
Wilber, Berte D.	Lit. Sci.	Ypsilanti.
*Wood, Lizzie Meir	5 yr. Cer.	Sand Beach.
*Wood, Chas. L.	5 yr. Cer.	Quincy.
*Weir, Henrietta E.	Lit.	Manchester.
Waring, Chas. W.	An. Cl.	West Sebewa.
*Whitlock, Lucy E.	Lit. Sci.	Wacousta.
*Willett, Flora	Kindergarten.	Ypsilanti,
*Williams, Daisy Maria	Lit. Sci.	Beacon.
*Winches, Grace Greenwood	5 yr. Cer.	Spring Arbor.

FOURTH YEAR.

Angevine, Frank Eugene	An. Cl.	Cadillac.
Adams, George Herbert	Lat. Ger.	Sault Ste. Marie.

	...NCE.
	... Springs.
	... Springs.
	...ons.
	...ge.
	...cord.
	...ton Harbor.
	... Va.
	...alifornia.
	St. Joseph.
	Atlantic Mine.
	Galien.

...en.	Detroit.
	North Street.
	Grass Lake.
.	Prince Albert, Ont.
.	Union City.
...l.	Greenville.
...al.	Battle Creek.
...al.	Schoolcraft.
...ial.	Ypsilanti.
...cial.	Mt. Clemens.

...LLEGE GRADUATES.

- -	South Haven.
- .	Detroit.

...T GRADUATES.

- - -	Coldwater.
- - -	Ypsilanti.
- - -	Ypsilanti.

NAME.	RESIDENCE.
Barr, Alice,	Stony Creek.
Babbitt, Nora Campau,	Ypsilanti.
Dickinson, Sara Gardner,	Ypsilanti.
Gilmore, Elizabeth,	Ypsilanti.
Hazard, Eleanor S.,	Centreville.
Murray, Mildred,	Ypsilanti.
Peyton, Elizabeth Blanche,	Ypsilanti.
Woodard, Gertrude Elstner, B. Pd.,	Ypsilanti.

ENROLLMENT, 1892-93.

Normal Department,			937
Of the above number the following were also enrolled as pupils in the Conservatory of Music:			
Voice Department,	72		
Piano,	64		
Organ,	9		
Violin,	3		
		148	
Deduct counted twice,		23	
			125
Training School—			
Kindergarten,	47		
1st Grade,	49		
2d Grade,	40		
3d Grade,	41		
4th Grade,	49		
5th Grade,	40		
6th Grade,	37		
7th Grade,	45		
8th Grade,	40		
		388	
Deduct Transfers,		70	
			318
Total Enrollment,			1255

GRADUATING CLASS, 1892.

THREE YEARS' COURSES.

LEADING TO A FIVE YEARS' CERTIFICATE.

Atherton, Marvin Melville
Allen, Eugenie
Allen, Fannie Irene
Allen, Fred
Abernathy, Eva Belle
Andrews, Nanie
Bassett, Edith
Baldwin, Carrie
Boice, Ethelyn Lenore
Barber, Robert Elihu
Barnhart, Edwin Ayres
Blackburn, Hattie S.
Bristol, Orion Loren
Bentley, Bertha M., Kindergarten.
Brown, Clark Lester
Bellinger, Fred
Camp, Jessie
Card, Ada M.
Cady, Guy V. Lloyd
Crittenden, Zena Blanche
Connell, Mary
Covert, Georgia Lois May
Castell, Daniel G.
Carpenter, Florence, Kindergarten.
Cady, Harriet Adella
Cromie, Elizabeth Martin
Dailey, Margaret A.
Davis, Lucia Adell
Earl, Bessie Aurora
Efferts, Lizzie Belle
Foote, Lucy Ellen
Ferguson, Lottie A.
Graham, Laura Richie
Lawrence, Minnie Blanche
Lickley, Nora May
Little, Lucy Ellen
Linderman, Wm. Henry
Mann, Retta
McGillis, Eliza
Murner, Eliza
Metz, Maud Alice, Kindergarten.
Mauzy, Grace Evelyn, Kindergarten
Myhrs, Jennie Pauline
Parker, Kittie
Pierce, Ella Louise
Pierce, Jessie Emily
Phillips, Lulu May
Pomeroy, Esther Curtis
Pardee, Belle
Putnam, William S.
Richardson, DeWitt
Riopelle, Nellie, Kindergarten.
Robson, Antoinette Estelle
Roe, Abbie
Richmond, Cunningham
Rogers, Louise
Robinson, Winnie J.
Shearer, Mary
Shafer, Frederic Daniel
Stewart, Linnie Maria
Sheldon, Florence E., Kindergarten.
Sawyer, Myrtle, Kindergarten.
Sickels, Mae Zerepha, Kindergarten.
Slayton, Ada May, Kindergarten.
Southwell, Maud Lena, Kindergarten.
Spencer, Ella Mae

Gregor, Benjamin
Garner, Minnie
Gardner, Altabel
Goodrich, Ida Sarah
Howell, Viva Amelia
Hardy, Caroline S. Weed
Hastings, Marthena Elizabeth
Hayman, Frank D.
Howell, John Chambers
Jamieson, Eva Harriet
Josenhans, Rheinhold Julius
Kingan, Mary Agnes, Kindergarten.
Kinney, Laura Margaret
Keating, Rose A.
Loomis, Grace Amanda
Tanner, Belle
Travis, J. Bertrand
Thompson, Martha A.
Trask, Mabel, Kindergarten.
Ulber, Margaret C.
Vreeland, Chas. Frank
Vorenkamp, Etta
Wait, Louis E.
Wetherbee, John A.
Waldron, Adah, Kindergarten.
Wolf, Flora Evelyn
Warner, Minnie Dell, Kindergarten.
Wetmore, Bess Harriet
Warren, Frank E.

FOUR YEARS' COURSES.

LEADING TO A LIFE CERTIFICATE.

Allen, Cora Belle, Lit. Sci.
Andrews, Frank Eugene, Lit. Sci.
Andrews, Mark Seeley, Lit. Sci.
Arthur, Frank Edward, Sci.
Bovee, Mary Edith, Eng. Lat.
Bendit, Eva, Lit. Sci.
Babbitt, Nora Campau, Music.
Beardsley, Bessie Clark, Lit. Sci.
Briggs, Flora Belle, Sh. Ger.
Beers, Nelson Burr, Eng. Lat.
Coates, Minnie Elizabeth, Lit. Sci.
Crittenden, Clifford Darwin, An. Cl.
Curtis, Carrie Edith, Lit. Sci.
Carr, Etta Mae, Lit. Sci.
Carnahan, Lydia Loreine, Lat. Ger.
Camp, Elvira Loveridge, Lat. Ger.
Curtis, Charles Wesley, Eng. Lat.
Culver, Hattie, Lit. Sci.
Dickinson, Sara Gardner, M. Cl.
Durfee, Stephen, Sci.
Eddy, Alice May, Eng. Lat.
Ford, Arthur Homer, Lit. Sci.
Glover, Elizabeth Emma, Lit. Sci.
Glanville, Daisy, Lit. Sci.
Gibson, Marjory, M. Cl.
Gilmore, Elizabeth Graves, Lit. Sci.
Miller, Flora Belle, Lit. Sci.
Mosher, Edith Rose, Lit. Sci.
Merritt, Jessie Maude, Lit. Sci.
Moorman, Bertha Ethel, Lit. Sci.
McMichael, Mary Agnes, Lit. Sci.
McConnell, Frances Marian, M. Cl.
Nicholson, Judd Bradley, An. Cl.
Nelson, Nettie Blanche, Lit. Sci.
Prall, Satie Elma, Lit. Sci.
Peyton, Elizabeth B., Kn., Lit. Sci.
Paulin, Anna M., Sh. Ger.
Prudden, Helen Anna, Sh. Ger.
Prudden, Adah Juliet, Lit. Sci.
Pease, Rubie Walstiena, Lit. Sci.
Rieman, John Frederic, Lit. Sci.
Rouse, Grace Amine, Lit. Sci.
Romine, John Wesley, Lit. Sci.
Randall, Minnie Elmina, Lit. Sci.
Stuart, Mary Belle, Eng. Lat., Mus.
Stuart, Mary A., Sh. Ger.
Sigerfoos, Belle, Eng. Ger.
Snowden, Harry H., Lit. Sci.
Sherman, Jennie A., Lit. Sci.
Smith, Ida Agnes, Lit. Sci.
Shetterly, George Andrew, Lit. Sci.
Smith, Cora Melissa, Lit. Sci.

Gray, Margaret Campbell, Eng. Lat.
Gorton, Frederic R., Sci.
Hardy, Caroline Adelaide, Sci.
Hoffman, Oscar Ward, Lit. Sci.
Horrigan, Mary, M. Cl.
Holloway, Ross L., Lit. Sci.
Hazard, Eleanor Samantha, Lit. Sci.
Hinkley, Mary Belle, Lit. Sci.
Lincoln, Minnie Maud, Lit. Sci.
Lovell, Mary Elizabeth, Lit. Sci.
Millis, Mrs. Mary Lockwood, Kn.
Marshall, William, Sci.
Tanner, Mary, Lit. Sci.
True, Myra Belle, Lit. Sci.
Taylor, Nettie Elzadie, Lit. Sci.
Voorhees, Herbert Sebring, An. Cl.
Voorhees, Delphine S., Eng. Ger.
Vandandaigue, Arzelie, Lit. Sci.
Voorhies, George Oscar, Lit. Sci.
Walker, Margarette Alice, Sh. Ger.
Wimer, Milton W., Sci.
Wallace, James Henry, Lit. Sci.
Woodard, Gertrude E., M. Cl., Lit. Sci

DEGREE OF BACHELOR OF PEDAGOGICS.

Bronson, Jay Jones, M. S.
Brown, Alice
Brooks, Stratton D.
De Barr, Edwin, B. S.
De Witt, Alton D.
Grawn, Charles T.
Lightbody, William, B. S.
McMahon, Lois A.
Nardin, Eugene C., B. Ph.
Paton, Annie A.
Putnam, Mary Burnham, B. Ph.
Smith, Clarence E , M. S.
Trowbridge, Perry F.
Woodard, Gertrude Elstner

PROGRAM OF RECITATIONS AND EXERCISES, 1893-94.

FIRST TERM.

Names of studies peculiar to Advaneed Courses are printed tn italics.

CHAPEL EXERCISES 8:20 A. M.

FIRST HOUR, 8:40–9:25.—Algebra III. Algebra I. Arithmetic, 9th Grade. *Botany, Advanced.* Calculus. Chemistry. Drawing. French V. Greek V. German V. Government, Science of, 1st and 2d 10 wks. History, English Constitutional. Latin VII. Literature, English. Musical Composition. Psychology. Rhetoric. Voice Culture I. Zoölogy.

SECOND HOUR, 9:30–10:15.—Algebra II. Algebra I. Counterpoint. Chemistry. Drawing, Advanced. English Classics. Geometry, Plane. German I. Greek I. Government, Science of, 1st and 2d 10 weeks. History, Continental. Latin I, 9th Grade. Literature, English. Physics I. Psychology Applied. Physiology, 9th Grade. Reading and Orthoëpy, 1st and 2d 10 weeks. Voice Culture III.

THIRD HOUR, 10:20–11:05.—Algebra III. Arithmetic, Tchr. Rev., 1st and 2d 10 wceks. Drawing. Geometry, Plane. German I. Greek III. Grammar, Tchr. Rev. Grammar, 9th Grade. History, U. S. Political. Harmony I. *Latin XI.* Laboratory Practice, 1st and 2d 10 weeks. Physics I. Psychology. Physiology, Tchr. Rev., 1st and 2d 10 wks.

FOURTH HOUR, 11:15–12.—Algebra II. Arithmetic, Tchr. Rev., 1st and 2d 10 weeks. Arithmetic, 9th Grade. French III. German III. Grammar, Tchr. Rev. Grammar, 9th Grade. Geometry, Solid. History, General. History of Education, 1st 10 weeks. Latin V. Latin III. Laboratory Practice, 1st and 2d 10 weeks. Physics II. *Psychology, Advanced.* Vocal Music. Zoölogical Technics, 2d 10 weeks.

FIFTH HOUR, 12–12:45.—Classical Literature and Methods. French I. Geometry, Solid. Geology. Geography. History, U. S., 9th Grade. History, Professional Training in, 1st 10 weeks. Kindergarten Instruction. Latin III. Latin I. Modern Literature and Methods, Old and Middle English. Physics II. Physiology, Tchr. Rev., 1st and 2d 10 weeks. Rhetoric. Reading and Orthoëpy, 1st and 2d 10 wks. Science, Professional Training in, 1st 10 wks.

AFTERNOON.—Professional Training in Reading and Grammar, 1st 10 wks.; Arithmetic and Geography, 2d 10 wks. Chemical Laboratory Practice, 2:45–4:15.

PROGRAM OF RECITATIONS AND EXERCISES, 1893-94.

SECOND TERM.

Names of studies peculiar to Advanced Courses are printed in italics.

CHAPEL EXERCISES 8:20 A. M.

FIRST HOUR, 8:40-9:25.—Algebra, Higher. Algebra II. Algebra I. Arithmetic, 9th Grade. Astronomy. Botany, Structural, 1st 10 weeks. Botany, Systematic, 2d 10 weeks. Drawing. German IV. Greek VI. Government, Science of, 1st and 2d 10 weeks. Latin VIII. Masterpieces, Study of. Physics II. Psychology Applied. Rhetoric. Voice Culture IV and VI. Zoölogy, Systematic, 2d 10 weeks.

SECOND HOUR, 9:30-10:15.—Algebra III. Arithmetic, Tchr. Rev., 1st and 2d 10 weeks. Chemistry, Advanced. Drawing, Advanced. *Entomology*, 2d 10 weeks. Geometry, Plane. German II. German VI. Greek IV. Grammar, Tchr. Rev., 1st and 2d 10 wks. Grammar, 9th Grade. History, U. S. Political. Latin II. Laboratory Practice, 1st and 2d 10 weeks. Literature, American. Music, History and Literature of. Physics I. Psychology. Voice Culture V.

THIRD HOUR, 10:20-11:05.—Algebra II. Botany, Structural, 1st 10 wks. Botany, Systematic, 2d 10 wks. Drawing. English Classics. Geometry, Plane. Geometry, Solid. German II. History, Institutes of General. History, U. S., 9th Grade. Harmony II. Literature, American. Latin II. Latin IV. Physics, Advanced. Physics I. Psychology Applied. Political Economy, 2d 10 wks. Reading and Orthoëpy, 1st and 2d 10 wks. Voice Culture II.

FOURTH HOUR, 11:15-12.—Algebra III. Arithmetic, Tchr. Rev., 1st and 2d 10 wks. Book-keeping, 2d 10 weeks. French IV. Greek II. Government, Science of, 1st and 2d 10 wks Grammar, Tchr. Rev., 1st and 2d 10 wks. Grammar, 9th Grade. History, Grecian and Roman. History of Education, 1st 10 weeks. Latin VI. Laboratory Practice, 1st and 2d 10 wks. Literature, Advanced English, 1st 10 wks. Physics II. *Psychology, Advanced.* Physiology, 9th Grade. Surveying, 2d 10 wks. Trigonometry, 1st 10 wks. Vocal Music, Advanced. Zoölogical Technics, 2d 10 wks.

FIFTH HOUR, 12-12:45.—French II. Geometry, Solid. German VIII. Geology, Historical, 2d 10 weeks. Geography, Tchr. Rev. History, English. History, Professional Training in, 1st 10 wks. Kindergarten Instruction. *Latin XII* Latin IV. Laboratory Practice, 1st 10 wks. Physical Technics, 2d 10 wks. Physiology, Tchr. Rev., 1st and 2d 10 wks. Rhetoric. *Rhetoric, Advanced.* Reading and Orthoëpy, 1st and 2d 10 wks. Science, Professional Tr. in, 1st 10 wks. Vocal Music.

AFTERNOON.—Professional Training in Reading, Grammar, Arithmetic and Geography. Chemical Laboratory Practice, 2:45-4:15. Instrumental Astronomy.

ERRATUM.

Page 62, at the bottom, should read: Composition and Grammar, once a week, (Macmillan's Course, Part III.

CALENDAR, 1893-94.

1893.

SEPTEMBER.

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MICHIGAN

State Normal School,

1893-4.

REGISTER.

UNIV. OF MICH.

REGISTER

OF THE

MICHIGAN

STATE NORMAL SCHOOL

FOR

1893-4.

YPSILANTI, MICHIGAN.

1894.

THE COMMERCIAL JOB PRINTING HOUSE.

Michigan State Normal School.

Announcements for 1894-5.

1894.

Tuesday Evening, June 26,—Alumni Meeting.

Wednesday, June 27,—Commencement.

Tuesday and Wednesday, Sept. 11 and 12,—Entry Examinations. Classification of former students.

Thursday, Sept. 13,—Classification of new students. Recitations begin.

Friday, Nov. 16,—First quarter ends.

Monday, Nov. 19,—Second quarter begins.

Thursday and Friday, Nov. 29 and 30,—Thanksgiving Recess.

Thursday Evening, Dec. 20,—Holiday Recess begins.

1895.

Wednesday Evening, Jan. 2,—Holiday Recess closes.

Friday and Saturday, Feb. 8 and 9,—Entry Examinations.

Friday, Feb. 8,—First Term closes.

Monday, Feb. 11,—Second Term begins.

Thursday, Mch. 28,—Foundation Day.

Thursday, April 11,—Third quarter closes. Spring Recess begins.

Monday Evening, April 22,—Spring Recess closes. Fourth quarter begins.

Tuesday Evening June 25,—Alumni meeting.

Wednesday, June 26,—Second Term closes. Commencement.

ERRATUM.

The first four lines under 1895 should read as follows:

Wednesday Evening, Jan. 2,—Holiday Recess closes.

Friday and Saturday, Feb. 1 and 2,—Entry Examinations.

Friday, Feb. 1,—First Term closes.

State Board of Education.

HON. PERRY F. POWERS, PRESIDENT. - - - Cadillac.
Term expires December 31, 1896.

HON. HENRY R. PATTENGILL, SECRETARY. - Lansing.
Term expires December 31, 1896.

HON. DAVID A. HAMMOND, TREASURER. - Ann Arbor.
Term expires December 31, 1896.

HON. EUGENE A. WILSON. - - - Benton Harbor.
Term expires December 31, 1896.

HON. HENRY R. PATTENGILL,

Superintendent of Public Instruction.

Board of Visitors, 1893-4.

SUPT. E. C. THOMPSON, - - - - - - Saginaw.

SUPT. E. C. ANDRUS, - - - - - - - Hastings.

HON. H. D. VORIES, - - - - - Indianapolis, Ind.

Faculty, 1894-5.

RICHARD G. BOONE, A. M. Ph. D.,
PRINCIPAL.

Mental and Moral Science and Theory and Art of Teaching,

DANIEL PUTNAM, A. M., VICE-PRINCIPAL.

History and Civil Government,

JULIA A. KING, A. M., M. Pd., PRECEPTRESS.
MARY B. PUTNAM, B. Ph., B. Pd., Assistant.
FLORENCE SHULTES, Instructor.

Music and Director of Conservatory,

FREDERIC H. PEASE.
OSCAR GAREISSEN, Instructor.

Mathematics,

DAVID E. SMITH, Ph. M., Ph. D.
LAMBERT L. JACKSON, Assistant.
ADA A. NORTON, Ph. M., Assistant.
EMMA C. ACKERMANN, Instructor.

German and French Languages,

AUGUST LODEMAN, A. M.
ANNIE A. PATON, B. Pd., Assistant.

Latin and Greek Languages,

BENJAMIN L. D'OOGE, A. M.
HELEN B. MUIR, Assistant.

English Language and Literature,

FLORUS A. BARBOUR, A. B.
LOIS A. McMAHON, B. Pd., Assistant.
ABBIE PEARCE, B. Pd., Assistant.
HIRAM W. MILLER, Assistant.

Physical Sciences,

EDWIN A. STRONG, A. M.
FRED R. GORTON.
MILTON W. WIMER.

FACULTY—CONTINUED.

Natural Sciences (Systematic Botany and Physiology),

LUCY A. OSBAND, A. M.

Natural Sciences (Structural Botany, Geology, and Zoology),

WILL H. SHERZER, M. S.
WILLIAM D. CRAMER, Assistant.

Drawing and Geography,

CHARLES T. McFARLANE.
HILDA LODEMAN.*

Penmanship and Book-Keeping,

P. R. CLEARY.

Physical Training,

WILBUR P. BOWEN, Director.
FANNIE CHEEVER BURTON, Assistant.

Training School,

AUSTIN GEORGE, M. A., M. Pd., Director.
MAUD E. CANNELL, Kindergarten.
MARGARET E. WISE, 1st Grade.
MAUDE BALL, 2d Grade.
HATTIE M. PLUNKETT, 3d Grade.
CLARA L. CLARK, 4th Grade.
IDA TAYLOR, 5th Grade.
WINNIE J. ROBINSON, 6th Grade.
FLORA WILBER, 7th Grade.
K. MAUDE CADY, 8th Grade.

Librarian,

GENEVIEVE M. WALTON.
GERTRUDE E. WOODARD, B. Pd., Assistant.

Clerk,

FRANCES L. STEWART.

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*From Feb. 13 to June 27, 1894.

Michigan State Normal School.

Purpose.

The Normal School at Ypsilanti was *sixth* among such state institutions in the United States. Three schools in Massachusetts, one in Connecticut, and one in New York preceded our own. The original legislative act in Michigan was approved, March 28, 1849 The building was begun in 1850, and was formally dedicated Oct. 5, 1852, with Mr. A. S. Welch as Principal. After a free institute which followed the dedication of the building, the first session of the school was opened the fifth day of the following March (1853).

The original act (March 28, 1849) provided for a Normal School "the exclusive purpose of which shall be the instruction of persons, both male and female, in the art of teaching, and in all the various branches that pertain to a good common school education; also to give instruction in the mechanic arts, and in the arts of husbandry and agricultural chemistry, in the fundamental laws of the United States and in what regards the rights and duties of citizens."

The wording of the statute remained practically unchanged until 1889 since which time, the last clause has been omitted, and the sole purpose is held to be "the instruction of persons in the art of teaching, and in all the various branches pertaining to the public schools of the State of Michigan."

The change is significant. The school was founded at a time when industrial education was receiving its first crude impulse in the west, and when institutions of whatever rank were given over to the manual labor idea. The motive was good; but the movement soon ran its course, to be followed, it is hoped, by a wiser view that shall dignify both manual and professional training.

Besides, the common schools for which teachers are to be pre-

pared, have themselves greatly changed. Other subjects are included in their course; other standards of teaching have been erected; there are more numerous aids to self-education in homes and libraries and churches, on the platform and the stage. Easier communication, a better system of news gathering, and the diffusion of a general education among neglected classes, exalt the work of the common school teacher, and add to the time and extent of his preparation. Texts, apparatus and other equipments are both cheaper and more abundant, and the necessity is urgent for teachers who know how to use them. For these needs on the one hand there are corresponding obligations imposed upon the Normal School. The preparation once required of teachers has been essentially modified. It is not so much inadequate as different. The Normal School must have in mind the new (the present) social and domestic and industrial and other conditions. Add to this the rapid growth, in fifty years, of pedagogic theories, ideas of education and of teaching, knowledge of the child and mind and social institutions; and the relatively recent conception of the sciences as instruments of culture, rather than as subjects to be taught; and there must appear the great difference between the earlier and later Normal School functions. That the present is able to do its work at all, is because the past did its work so well. Not too much credit can be given to the first Superintendents of Education and Principals of the school, and their associates for their substantial pioneer labor. Its worth to us is beyond price.

Originally the school was under the care of a board of education consisting of six members, three of whom were appointed by the Governor and confirmed by the legislature; and three—the Lieutenant Governor, the Treasurer of State, and the Superintendent of Public Instruction—having membership with them, by virtue of their civil offices.

At present the board consists of three elected members and the Superintendent of Public Instruction, who is its secretary. This again is a positive gain, inasmuch as the management of the school is almost the sole function of this board, and is not shared with other civil duties. The board is an educational body. To them is referred the appointment and removal of principal and teachers. It is empowered to fix their salaries, and prescribe their

duties; to provide courses of study, select the school's texts and make such regulations and by-laws as are necessary for the government and management of the institution.

MEANS OF SUPPORT.

The permanent fund for the support of the School is a slender one. It comes from the sale of public lands, which were originally granted by the State, for the erection of buildings and for maintenance. The proceeds from these lands, less the amount used in the erection of the original building, are in the hands of the State and amount to a little more than $71,000. The interest at six per cent., paid annually by the State, amounts to about $4,300. To this source of income may be added an entrance fee of ten dollars per year from each pupil not a holder of an appointment by a member of the Legislature, each of whom may appoint two pupils annually and for a term of one year. For the rest, the current expenses of the institution and the cost of additions to the original building are met by biennial legislative appropriations.

The legislature has, from the first, been kindly disposed to the School. An element in this good will lies in the fact that the State Board of Education, elected directly by the people and giving faithful and intelligent service without salary, has in a high degree enjoyed the confidence of the legislature. The work is in close sympathy with the people, touching the common elementary and secondary schools, reaching out into every hamlet and rural district, not less than into the towns and cities; and so serves as one of the most efficient instruments of connecting the liberal culture of the schools with the common life. It becomes in this way not only an organic part of the State's Educational system, but the head of the common school; fixing its courses, determining its methods, setting standards of efficiency, and giving direction to ideals of culture and training to thousands who never reach its doors or enter the higher schools.

In the forty-one classes since its opening it has sent out over 1,300 graduates with life certificates to teach in the State, and a thousand more who have received temporary certificates, (2 to 5 yrs.) besides many hundreds of undergraduates with partial courses. Its alumni and other students are characteristically teachers, and may be found in all grades of schools below the college, through-

out the State. Indeed not a few of them have found their way into other states.

The classes have varied considerably in size; but have shown an encouraging increase for successive periods. The average number of graduates for each year is 32. For the first seventeen years, it was 15; for the following decade, under Principal Joseph Estabrook, it was 68; while for the last fourteen years including the present the classes have averaged about 120. Since 1882, the number has but twice fallen below a hundred.

These large classes of earnest young men and women have been the school's best friends. Indeed for what the school has become, they are chiefly responsible. They have gone into the distant neighborhoods as teachers, become principals in town and city systems, directed courses and instruction in high schools, performed the duties of County Commissioner, acted upon boards of examination in counties, and on boards of education in cities, and served the state in the legislature; everywhere forming public and especially local sentiment touching education, and the qualification of teachers, and the function of the school, as a means of universal education.

The Normal School is very dependent upon these alumni,—her children. She takes a mother's pride in their achievement and promotion. Their success is the sole guarantee of her own. Their failure bespeaks her greater error. It is hoped to use this intimate relation to the benefit of the youth of the State, the improvement of our own school, and the advancement of teachers generally. What the school can do for them and their profession we stand ready to undertake. Whatever better insight into the people's needs, and the wants of teachers and schools these graduates can give, the Normal School will gratefully receive. Our interests are common. The problem set is one at which all can work.

We leave to our alumni to carry on the enterprise which this school can at best but have begun. We trust that all—graduates and undergraduates—will keep themselves in close touch with the school of their choice, as we hope to follow in sympathetic interest their promotions and achievements.

Organization.

In its plan the institution embraces (1) the Normal School proper; (2) the Training School; (3) Certain intermediate preparatory classes; and (4) the Conservatory of Music.

The first of these comprises twelve departments,—Pedagogy, History and Civil Government, Music, Mathematics, Modern Classics, Ancient Classics, English, Physical Science, Natural Science, Drawing and Geography, Penmanship and Book-Keeping, and Physical Training and Methods.

The Training School was provided for in the original Act (1849), and confirmed by the Constitution of 1850. It consists of eight grades, over each of which it is the policy of the board to place an expert teacher, who together with the Principal, and the Director of the Training School, constitute the faculty under whose supervision all practice teaching is done.

The Preparatory Classes are organized as a necessity and to accommodate those students who are unprepared to enter upon the regular normal school work, but look forward to teaching. A small tuition fee is charged to members of this department. The work done here is not counted toward a normal school certificate or diploma, but must be finished before the professional courses are undertaken.

The Musical Conservatory provides a regular music course covering four years, leading to a teacher's certificate, and is under the direction of Prof. Frederic H. Pease. Besides the course mentioned the conservatory offers advanced and special instruction in vocal and instrumental music; each covering three years; the latter including the piano, violin and organ.

THE COUNCIL.

As an organic part of the administrative machinery there is "The Council," constituted of the heads of the several depart-

ments. It has advisory functions, and through stated meetings and frequent discussions, and by means of committees of its members, passes upon and by recommendation to the managing board, fixes the policy of the school upon most questions of internal organization, its courses of study, conditions of entrance and graduation, and the distribution of work.

Buildings and Grounds.

The buildings are three in number: The main building, the Conservatory of Music, and a boiler house, which supplies steam for heating the other buildings. The central part of the main building and its front are three stories in height above the basement, and the remainder of the structure, two stories. It is in the form of a rectangular cross, extending 304 feet north and south, and 300 feet east and west. The main front faces the east. On the first and second floors are central corridors conforming to the cruciform plan of the building and extending throughout the structure. The space on both sides of the corridors is divided into lecture and recitation rooms, library, offices, laboratories, society rooms, attendance halls, etc. Two large rooms in the well-lighted front basement are occupied as a physical laboratory and one as a workshop in connection with the laboratory. Another room in the basement of the south wing has been used as a room for recreation and physical exercise. The remainder is used for storage only. The third floor affords rooms for the laboratory and lecture rooms of the department of Natural Sciences, and for a fine and ample hall capable of seating 1,000 persons. In this the school assembles daily for chapel and general exercises. It contains a powerful organ and is much used as a lecture and concert room, and for the public exercises of the school and of the literary societies.

The Conservatory of Music building is two stories in height. It covers an area of 54 by 72 feet and contains two large and four smaller rooms. The department of Music has exclusive use of the rooms, except that its main hall is occupied by the Students' Christian Association for its weekly meetings. Several of the regular courses of study allow of Vocal Music, and one of these, the Music Course, includes studies in this branch and also in Voice Culture, Harmony, Counterpoint, Literature of Music, etc. All

classes in this subject, whether pursuing regular Normal courses or special Conservatory courses, are instructed in this building.

There are in both buildings mentioned above, fifty-nine rooms used for school purposes. Of these, thirty-seven are constantly occupied exclusively for purposes of instruction; three as offices for the Principal, the Preceptress and the Principal of the Training School; one as a library; two as study and assembly rooms for the young men and young women respectively; one as a workshop; one as an observatory; one as a chapel and audience room; four as society rooms; and nine as lavatories, cloak-rooms and store and apparatus rooms.

The original building, three stories in height, covering an area of 55 by 102 feet, now stands in the centre of the structure, which constitutes the main building. It was erected in 1851-52, and dedicated to its use, with appropriate ceremonies, in October, 1852. Seven years later, except its wall, it was destroyed by fire, but was speedily put into condition for use with money realized from insurance.

The present front, three stories in height and 88 by 93 feet on the ground, was built in 1878 at a cost of $43,301. The rear part, two stories in height, 112 feet long by 53 feet in width, was added in 1881-82. The cost was about $25,000. The north and south wings, each two stories in height and about 100 feet in length by an average of 50 feet in width, were built in 1887-88. These with the boiler house equipped with boilers cost $60,000. During the year 1892, two annexes, each two stories in height and about 24 by 30 feet in dimensions, to be used as lavatories and water closets, have been completed at a cost of $8,000. The Conservatory of Music was finished and first occupied in 1869. The cost was $10,750. Until 1882 it was occupied by the Training School.

Since the last report was made an additional building has been erected for the purpose of Physical Training.*

The present value of all the buildings is about $185,000, the value of the grounds $11,000, and the entire plant, including furniture, apparatus, musical instruments, a library of 14,000 volumes, and apparatus for physical training, $275,000.

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*For more detailed statements concerning this building, see page 30.

The Retiring Principal.

With the close of the last school year came to an end also the administration of Principal J. M. B. Sill. This event is deserving of more than the mere mention.

Mr. Sill was already a teacher of experience when in 1852 at the opening of the Normal School, he entered as a student, teaching at the same time certain elementary classes. He was graduated from the first class in 1854, under the principalship of Mr. Welch, whom he had followed from Jonesville. He continued for ten years his connection with the school as teacher, then as Director of the Model school, and subsequently as Professor of English.

He was acting Principal during the school year of 1858–9, in the absence of Prof. Welch. He was the first Supt. of Public Schools for Detroit, 1863–5; Principal of the Detroit Female Seminary for ten years; regent of the University, for three years from 1867; and again Superintendent of the Detroit Schools from 1875 to 1886, whence he passed to the Principalship of the State Normal School.

His administration of seven years covers one of the most prosperous periods in the history of the school, and one in which he and his many friends may well take pride.

Dating from March, 1853, at which time the school was first opened for the admission of regular classes, its history covers a period of forty years. It has been under the executive charge of Principals as follows:

1853–1865,	Adonijah S. Welsh	12 years
1865–1870,	David P. Mayhew	5 years
1870–1871,	C. Fitz Roy Bellows (acting principal)	1 year
1871–1880,	Joseph Estabrook	9 years
1880–1881,	Malcolm McVicar	1 year
1881–1883,	Daniel Putnam (acting principal)	2 years
1883–1885,	Edwin Willetts	2 years
1885–1886,	Daniel Putnam (acting principal)	1 year
1886–1893,	J. M. B. Sill	7 years

General Information.

TERMS AND VACATIONS.

The school year, for both the Normal and Training Schools, is divided into two semesters of twenty weeks each. For certain purposes each half-year is also divided into periods of ten weeks, known as "quarters". In most of the common branches classes begin reviews each quarter. In other subjects, with few exceptions, the work is continuous for each semester.

The long vacation covers the summer months of July and August up to the middle of September. Other breaks in the work, for shorter periods occur at the winter Holidays, and the latter part of April. The Thanksgiving time (Thursday with the Friday following) offers a brief recess but is not regarded as a vacation allowing of excuse from school except for the days mentioned.

It is important to be noted that students are required to remain on duty till the close of the last school exercise preceding a vacation, and to be present at the hour of opening after the vacation. It is meant that full allowance has been made for train times and connections so that school duties need not be infringed upon either upon leaving the school or returning to it.

The school authorities have no claims upon the railroads; but will use their influence to secure such reduction of rates as is accorded to other institutions, and to numbers of persons traveling together.

APPOINTMENTS.

Each member of the Legislature is authorized by the Board of Education to appoint two students *from his district*, who will be received free of charge for admission on presentation of a certificate of appointment. The certificate must be presented at the time of admission. Each appointment is good for one year, unless sooner terminated by the expiration of the legislator's term of

office; but in such cases the certificate will be held good during the time elapsing between December 31 and the end of the first term. In all cases the appointment must be given by the member of the legislature in whose district the student resides, otherwise it cannot be accepted. Of the 130 officials representing 117 districts (both Senatorial and Representative) 117 used the privilege, making 130 appointments. This was 54 less than the maximum number allowed.

EXPENSES.

Every student, not holding an appointment as above, is required to pay at the beginning of each term, or at the time of entrance, an entrance fee of five dollars. This is not a tuition fee, and is not returnable upon withdrawal from school, during the term.

Laboratory and other incidental fees are charged as follows:

Physical Technics (per course)	$ 1.50
Laboratory Practice "	1.50
Structural Botany "	1.00
Structural Zoölogy "	1.00
Biological Technics "	1.00
Lithological Geology "	1.00
Advanced Chemistry "	2.00
Graduation Certificate	2.00
Graduation Diploma	3.00
Tuition, Preparatory, (per term)	5.00
Selected Academic Work (non-professional students)	10.00

Students taking Kindergarten Instruction and Methods require a full line of blank books for mounting their work, costing about four dollars. The regular text-books also for class work are bought and owned by the students.

BOARD AND ROOMS.

The School has no system of dormitories. Its students board and live in the homes of citizens. There is plenty of room for all. Terms are moderate, and there is a prevalent desire on the part of citizens to make these temporary homes of students pleasant and comfortable. In point of economy of living, the Normal School offers unsurpassed advantages. Most students take furnished rooms at from 75 cents to $1.25 per week, the difference in

price being governed by the size and desirability of rooms. The usual practice is to obtain board with a club of students at rates averaging about $1.75 or $2.00 per week. Private board with furnished rooms is readily obtained in families, at rates varying from $3 to $4 per week.

The best way to arrange for living is to come and select, each for himself. Strangers having no acquaintances in the city are invited to report at once to the office of the Principal, where the clerk will give information concerning board and rooms and the addresses of persons offering accommodations.

Students room and board at such places only and under such regulations as are approved by the Principal. Young men and young women of different families (when self-boarding) will not be allowed to occupy rooms in the same house, except by special permission of the Principal and Preceptress, and with the intelligent consent of parents or guardians.

Conditions of Admission.

All students entering the Normal School are supposed to be prospective teachers; and are required to sign the following declaration of intention to teach.*

"I hereby declare that it is my intention to teach in the schools of the State of Michigan, and that it is my purpose in entering this school to make preparation for teaching in said schools."

Applicants for admission should be not less than sixteen years of age, and, except as hereafter specified, must sustain a satisfactory examination in the following subjects:

Arithmetic: The applicant is supposed to have completed some good arithmetic, including cube root and series. A fair understanding of the subject is necessary for the examination.

Algebra: The preparatory work includes the following topics: Addition, Subtraction, Multiplication, Division, Factoring, Highest Common Factor. Lowest Common Multiple, Fractions, and Simple Equations, involving one and two variables.

English: Grammar including the parts of speech and their uses or relations in connected discourse, and the structure and analysis of sentences. The knowledge and understanding should be somewhat above that acquired in the first eight grades of the public schools, or fully equal to the requirements in this branch for a second grade certificate.

The applicant should also have had accompanying his reading and language lessons much practice in composition, being able to express himself in clear and grammatical English.

Reading: Correct pronunciation being an essential of good reading, the regular Normal course presupposes a thorough knowledge of Orthoepy. The applicant should be able not only to indicate, by the use of diacritical marks, the correct pronunciation of words in common use, but should possess a good degree of fa-

*For exception concerning non-professional students, see page 24 under "Partial Courses."

cility in *pronouncing* them, as to syllabication, accent, articulation, and quality. (Salisbury's Orthoepy will be found invaluable in this preparatory work.) He will also be expected to render intelligently any ordinary selection of prose or verse, giving satisfactory reasons for the Emphasis, Quality, Force, Pitch, etc., employed by him.

Geography: The twenty weeks of preparatory work in geography is designed to fit students for the teachers' review, or to enable them to pass an examination for a second grade teachers' certificate. It covers about the same ground as does the text of the ordinary standard geography of which the Appleton's, Barnes' and Harper's furnish good examples. This preparatory work will be required of all students who cannot show sufficient acquaintance with the subject to enable them to pass it by examination or otherwise.

United States History: Entrance upon the regular Normal course presupposes a careful recent study of some reliable modern text, giving a knowledge of the main facts in our national life. Such a course following Montgomery's School History or the equivalent of it, will enable applicants to pass the entrance examination without difficulty.

Physiology: The preparatory study in this subject should cover thoroughly the ground gone over in such books as Tracy's, or Walker's with the addition of the treatment of the effect upon the human system of alcoholic drinks, stimulants and narcotics, as is required by law. This subject will hereafter be included in the conditions for entrance.

Civil Government: This subject also has been added to the requirements for admission, and questions upon it will be included in the examinations for September, 1894. To have mastered any good elementary text as Martin's or Macy's will be found sufficient.

The graduates of certain schools whose work has been approved by the authorities, are admitted, it has been mentioned, without examination to any course in the Normal School, upon presentation of their diplomas, properly attested. If it be found however, after reasonable trial that the preparatory study is inadequate, such student may be held to the same requirements as apply to those from non-approved schools. Persons not graduates,

entering from approved schools may receive credit for standings upon the recommendation of the school in which the work was done, the fact and amount of the credit being left to the discretion of the head of the department in the Normal School whose work is in question.

PREPARATORY CLASSES.

Preparatory classes in the Common Branches (Reading, Penmanship, Grammar, Geography, United States History, and Physiology) and in Algebra and Civil Government, are organized at the beginning of each semester, or half year, for such applicants as are found deficient in them. Similar classes are formed in Latin and German in September and continued through the year; and in English Classics and Elementary Physics in February.

In addition to the admission fee (see page 19) required of all students alike, those a majority of whose work is of the preparatory grade, are charged a tuition fee of five dollars for each semester of twenty weeks or fraction thereof.

In entering upon any professional course of whatever length this preparatory work is supposed to have been finished. If it has not been done elsewhere it may be done here; though the authorities of the school believe that in many if not most cases it may be taken to advantage, and should be passed upon in the local schools before coming to Ypsilanti. However, these classes are here put in charge of regular instructors, and are meant to be in all respects as well cared for as any elementary work in the school. The thoroughness of the study is meant to compass all the requirements for a second grade teachers' certificate in these branches.

The ground gone over in this elementary way will again be covered in what are known as the teachers' reviews during subsequent terms. These however, are meant to follow the logical rather than the psychological treatment and have for their primary purpose the organization of this knowledge, not its acquirement.

A half-year, or twenty weeks, is given to each ninth-grade, (preparatory) subject, making it possible for a person deficient in most of them to complete the work in one year of forty weeks. Opportunity will be given to such as are able to complete any subject in less time.

Advice to Students Expecting to Enter.

Make the best possible preparation in the Third Grade Certificate subjects. This means a recent, thorough, mature reviewing of most of those studies mentioned in the preceding paragraph under the head of "Preparatory Classes." Whatever professional course is undertaken there is presupposed at least a half year each of Elementary Algebra and Physics; and, if the proposed course include the languages, a beginning in at least one foreign tongue.

Beginning classes in Third or Second Grade Certificate subjects (all of them included in the work preparatory to the professional courses) and Teachers' Reviews in the same subjects are organized each quarter; but only such students are eligible to these as have taken the related work prescribed for previous terms. For example, the Teachers' Review in Arithmetic follows the course in Algebra; the final review in Grammar presupposes standings in Rhetoric and English Literature.

While applicants are admitted at the beginning of each quarter (see the school calendar), they are earnestly recommended to enter either at the opening of the school year, or at the beginning of the school term in February. (For the next year Feb'y 11, 1895.)

PARTIAL COURSES.

The reorganization of the work in Common School subjects is meant incidentally to accommodate also those who come to the school to qualify themselves for teachers' examinations, for second and third grade certificates. To this end a course is provided in *elementary pedagogy*, comprising the theory and art of teaching as required of teachers in the lower grade examinations. The course in Elementary Physics has recently been added, for a like reason. It is thought that these provisions will make unnecessary any considerable demand for academic or other studies out of their order

in the regular work. The purposes of the school will be best subserved, obviously, by making easily available the completest training for which applicants are fitted. This the school seeks to accomplish, while not neglecting those who can find the time or the means for partial courses only.

It is not necessary that any course, except the shorter ones for high school and college graduates should be continuous. Not the least part of the school's influence has been in the service which undergraduates who have had partial courses only have rendered the elementary schools, teaching for a term or a year, or longer, even, and then returning to complete their studies and receive their diplomas. It is known that a large majority of the students have for years belonged to this class. Besides these a considerable number have spent a few months or terms in the school but have completed none of its courses.

In addition to the classes mentioned above, there has been, throughout the history of the institution, a demand from certain ones for the privilege to enter and pursue selected academic studies only.

The statutes concerning the normal school provide that "pupils may be admitted without signing the declaration of intention to teach, on such terms as the normal school board may prescribe." These terms are as follows:—

(1) Applicants are subject to the same conditions for entrance as apply to others entering the school.

(2) All choice of studies must be made with due regard to suitable and necessary sequence.

(3) Regard must had to the schedule of daily exercises.

(4) Such academic students must pay upon registering, in addition to the entrance fee ($5.00) a tuition fee of $20.00 per year.

THE KINDERGARTEN.

Connected with the Training School is a fully equipped Kindergarten under the immediate charge of a student and graduate of the N. Y. College for the Training of Teachers.

This far-reaching educational reform initiated by Frœbel is recognized to be of such value in the first formal training of children as to be indispensable in any school where children are to be taught,

and particularly so in a school for the training of teachers. Tuition here, as throughout other departments of the practice school is free. Sessions for the children and for observation and practice are held in the forenoon, while the theory of the system is presented to classes of teachers in the afternoon.

MUSIC.

The facilities for Elementary and advanced instruction in music are abundant and superior. The School Hall is supplied with a pipe organ, and the morning and other public exercises are accompanied by a chorus of from one hundred to one hundred fifty voices, affording an opportunity for practice in reading music and singing, under the direct supervision of the head of the department. The demand for special teachers of music in the public schools, and for regular room teachers who can give instruction in music is urgent and increasing. Every student is recommended to include at least one semester (20 wks.) of vocal music in his course.

Both elementary and advanced vocal music will be accepted as electives where such work is provided for. This instruction is free to all Normal and Preparatory students who are fitted to enter the classes.

Besides elementary and advanced vocal music and voice culture, and such other class exercises in music as are enumerated in the "Music Course," a number of Conservatory Courses are offered which are individual and private, and for which fixed but small fees are charged.

Approved Schools.

High Schools whose course of instruction covers four years, preceded by not less than eight elementary grades, having at least two teachers giving their entire time to secondary instruction, and the quality of whose work is satisfactory, may be approved by the State Board of Education upon recommendation of the Normal School Council.

The courses of study of such approved schools should embrace Arithmetic, Algebra, Plane and Solid Geometry; English Grammar, Rhetoric, English Literature; Political, Mathematical and Physical Geography; Botany, Physiology, Elements of Zoology; Physics, Chemistry; Civil Government, United States History; General History; Grecian and Roman History; English History; Latin, four years; Greek, two years; German, two years; French, one year. Schools whose courses of study do not embrace all these groups of subjects, as indicated above, may be approved for one or more of their courses and their graduates will be admitted to such work in the Normal School as their preparation will warrant.

The high schools of the State are cordially invited to enter into this relation with the State Normal School, and so gain a place on the list of approved schools.

A request to this effect may be made to the Principal of the Normal School, through the local authorities, the Superintendent of Schools, or any officer of the School Board, accompanied by a catalogue and daily program or other evidence of the character of the work done. If necessary or desired the school will be visited and inspected by a member of the Normal School Faculty or by the Board of Education, and subsequently reported upon.

If the school be approved its graduates will be admitted without examination to such of the courses shown below as their High

School work has prepared them to enter, *provided they present their diplomas within two and one half years from the time of their graduation.*

Certificates of standing must be signed by the proper officer of a college, or by the superintendent or principal teacher of the school which issues them, and *should state definitely the text-book used, the amount and quality of work done, and the time given to the study.* Blank forms for these certificates will be furnished on application.

Schools which are approved shall be entitled to send their graduates on diploma for a period of three years after date of approval, provided that in this period no important changes affecting the courses of study and the efficiency of the instruction be made. In case of such changes, the Faculty reserve the right to make another inspection. It is expected that the authorities of each approved school shall annually send to the Principal a catalogue of the school, or, if no catalogue is published, that they shall send a statement, giving the names of the teachers, the number of pupils, and a description of the courses of study.

Certificates of standing (except in Third-Grade Certificate Studies—Orthography, Reading, Writing, Geography, Grammar, Arithmetic, U. S. History, Civil Government, and so much of Physiology and Hygiene as has special reference to the effects of alcoholic drinks, stimulants and narcotics, upon the human system), will be accepted in place of examinations, from schools as follows:—

a. From the University of Michigan, the State Agricultural College, and all incorporated Michigan colleges.

b. From institutions of like rank in other states.

c. From all schools whose graduates are admitted to the University upon diploma.

d. From reputable non-approved secondary and higher schools at the discretion of the heads of the departments concerned, and approved by the Principal.

e. From the following additional schools having the present approval of the State Board of Education:

Adrian
Allegan
Albion
Alpena
Ann Arbor
Armada
AuSable
Battle Creek
Bay City
Benton Harbor
Belding
Big Rapids
Birmingham
Buchanan
Cadillac
Calumet
Caro
Champion
Cassopolis
Charlotte
Cedar Springs
Chelsea
Coldwater
Constantine
Corunna
Decatur
Detroit
Dowagiac
Dundee
East Tawas
Escanaba
Eaton Rapids
Evart
Fenton
Fowlerville
Flint
Grand Haven
Grand Rapids
Grass Lake
Greenville
Hastings
Hillsdale
Holly
Houghton
Howell
Hudson
Hancock
Ionia
Ishpeming
Iron Mountain
Ithaca
Jackson
Jackson, East Side
Jonesville
Kalamazoo
Kal. Female Seminary
Lake Linden
Lansing
Lowell
Lapeer
Ludington
Manchester
Marine City
Manistee
Mason
Marquette
Marshall
Midland
Milford
Monroe
Mt. Clemens
Mt. Pleasant
Muskegon
Negaunee
Niles
Newaygo, '94-5
Northville
Orch. Lake Mil. Acad.
Oscoda
Ovid
Owosso
Paw Paw
Petoskey
Plainwell
Plymouth
Pontiac
Port Huron
Portland
Quincy
Republic
Raisin Valley Seminary
Romeo
Saline
Saginaw, E. S.
Saginaw, W. S.
S. Ste. Marie
St. Clair
St. Louis
Sturgis
Sand Beach
Schoolcraft
South Haven
St. Johns
St. Joseph
Traverse City
Tecumseh
Three Rivers
Union City
Vassar
West Bay City
Wayne
White Pigeon
Wyandotte
Williamston
Ypsilanti

Physical Training.

Through the liberality of the last Legislature there has been added to the school's organization a department of physical training, with a full line of machines. The Legislative appropriation was $20,000. A lot was purchased through the interested liberality of citizens of Ypsilanti and a donation by the Council, to both of whom the grateful thanks of the school are due. The building is one hundred feet square, of brick with slate roof, on a lot 250 by 275 feet. The lot has been beautifully graded, and terraced on the east and north, and finished with double tennis courts in the rear.

The two main rooms are each 46x80 ft. with walls eighteen feet high, and show the supporting trusses beneath the roof. They are finished in natural colors of Georgia Pine. Nine feet from the floor, there is a running track on the boys' side, and for the girls a gallery extending around three sides of the room. In the basement are swimming pools, bathing apartments, lockers and closets. Above stairs are instructors' rooms, and private apartments for such medical examinations and measurements as must be made. The entire building is well lighted through numerous windows, and is furnished throughout for both gas and electricity.

Prof. W. P. Bowen has been placed in general charge of the department as Director, with Mrs. Fannie Burton as assistant. Both are graduates of the Michigan Normal school, the former of the class of 1887, and the latter of 1883.

Prof. Bowen was for a time an assistant in the school in the department of mathematics; then studied at Harvard under Dr. Sargent, director of the Gymnasium, and at Chautauqua, and has for three years been in charge of the Gymnasium in the University of Nebraska at Lincoln, and director of physical culture in the city schools, of that place. Mrs. Burton after her graduation studied in Chicago at the Emerson school.

Student Societies.

The voluntary literary work of the school is carried on chiefly through the Lyceum. This comprises at present four "Literary Societies," organized under one general constitution and known respectively as the "Adelphic," "Olympic," "Crescent" and "Atheneum." Each has its own staff of officers, its own room and furnishings and its own internal administration. The membership of each is limited to sixty, and is usually full. The special weekly meetings of these societies, and the public exercises of the Lyceum (noticed elsewhere) give abundant opportunities to most students for acquiring a correct and familiar knowledge of the rules and usages of deliberative bodies, and for practice in public reading, declamation and debate.

The "Mock Congress" is a society of young men, of more recent organization, and having a more specific parliamentary training as its primary purpose. The society has a history of three years and a membership of 50. Its meetings occur weekly on Saturday afternoons for six months in the year.

The Students' Christian Association is deserving of a prominent place in any notice of students' societies in the Michigan Normal School. It is a large and vigorous society, and exercises a wholesome influence upon the school. It was organized in 1881, and "is composed of the young men and women of the Normal School who sign the constitution of the society."

Its regular gatherings are a prayer meeting of an hour every Wednesday evening from half past six o'clock, and an address the first Sunday of each month at three o'clock P. M. The prayer meetings are led by students appointed by the executive committee, and the addresses are given by members of the Faculty or the ministers of the city churches. Classes for the critical study of the Bible are also formed from time to time. The prayer meet-

ings are well attended and are interesting, useful, and helpful seasons. No student, whether christian or unchristian, can afford to miss them.

The object of the society as a whole, and of its members in particular, is the promotion of the moral welfare of the students; to keep them from falling into temptation when removed from the restraints of home friends, and to keep alive the spiritual nature while the foundations of character are being laid, in the pursuance of a course of study.

It tenders a reception to students and faculty at the opening of each semester and publishes annually a "Hand-Book of Useful Information" for new and prospective students. Besides the constitution of the Association this book contains a list of the churches of Ypsilanti, the location of a score or more of the boarding clubs of the city, and an extensive rooming directory.

The society is non-sectarian, broad and comprehensive in its spirit and aim, the moral elevation of its members being the first and best purpose. All students are advised to enroll themselves in its membership, and thus to take advantage of the help which it freely offers. The association is making a vigorous effort to secure, through the contribution of students and sympathizing friends, a building devoted exclusively to its uses.

The Normal News.

For about a dozen years the students of the school have maintained, under the general supervision of the Faculty, an educational and literary periodical known as the Normal News. Two students are annually selected by the Faculty to act as Editor and Business Manager respectively; and the several student societies elect from among their number one each as members of the staff. It affords excellent opportunities for practice in literary work, and has had a liberal patronage among the students. The Alumni will find it the means of not only conserving their own interest in the school, but of a much needed support and encouragement of their alma mater.

Its managers have established an annual oratorical contest among students. Eight contestants, four young men and four young women, are annually chosen as follows: one by each of the four literary societies, one by the senior class, one by the junior class, and two by the Faculty. Two prizes each of $55.00 are given—one to the best speaker and writer among the young men, and a similar one to the best among the young women.

Student and Special Entertainments.

The Lyceum gives annually two public entertainments, the participants being selected equally from the four societies. The first of these was held Nov. 10, the second May 25.

On Saturday evening, Feb. 17, the Normal Athletic Association gave an entertainment through the Hartmans of Detroit.

The Normal Orchestra, comprising 17 pieces, gave, under the direction and with the assistance of Prof. Pease, one entertainment during the year, on the evening of May 5.

The Normal News Contest which has become one of the regular entertainments of the school was held Friday, May 11.

The Conservatory, as usual, gave a Reception and Musical at the opening of school in the fall. Regular evening Recitals were held at Conservatory Hall the first Tuesday evening of each month.

Pupil Recitals occur regularly every Wednesday afternoon throughout the year. Twice these entertainments were made general and the public invited to Normal Hall.

The Conservatory Faculty gave their customary Closing or Term Recitals the first of February. On the 6th of March the pupils of Mrs. Jessie Pease Scrimger appeared in a Piano Recital; and on the 29th of March, an Evening Recital by Prof. Lamond and others. "An Evening of Song" by the pupils of Mrs. Frederic H. Pease on April 11, completes the list of formal musical entertainments.

Beside these however, and in connection with the Conservatory work, Prof. Lamond lectured before the pupils in music Jan. 17 upon "Schumann," illlustrated by musical examples from members of the Conservatory.

On Feb'y 15 Prof. B. L. D'Ooge delivered a lecture in the same course on Greek Music.

NORMAL LECTURE COURSE.

A committe of the Faculty has for several years had in charge the management of a course of popular entertainments through the season. It consists chiefly of lectures and concerts by speakers and companies of superior ability and reputation, and furnished at limited cost to students.

For the season of 1893-4 the course consisted of ten entertainments of variety and excellence as shown in the following list. Season tickets were sold at $1.00 to $2.50 for the entire course.

Prof. David Swing, Lecture, "The Novel in Literature." Oct. 17.
Madam Genevra Johnstone Bishop, assisted by Mr. Edmund Schuecke and Lilla Grace Smart, Concert. Nov. 6.
Leland T. Powers, "Dramatic Impersonations," David Garrick. Nov. 20.
The Boston Temple Quartet, Concert. Dec. 12.
J. Whitcomb Riley and Douglass Shirley, Authors' Readings. Jan. 9.
Normal Choir, Grand Concert. Jan. 23.
Hon. J. W. Giddings, Lecture, "Uncle Sam's People." Feb. 6.
The Jessie Couthoui Company, Concert. Feb. 21.
Major Henry C. Dane, Lecture, "The Great Naval Battles of the Rebellion." March 12.
The Bernhard-Listemann Sextet Company, Grand Concert. March 28.

In addition to these, and not included in the original announcement was a lecture on the evening of April 5, by Col. F. W. Parker, Principal of the Cook County, Illinois, Normal School, on "The Child." Also a Platform Meeting conducted by the members of the State Board of Correction and Charities for Michigan, May 30.

FRIDAY CONVERSATIONS.

On occasional Friday afternoons, for an hour, an informal "Conversation" is held by the ladies of the faculty with the young women upon subjects of a practical and professional character. These at times embrace topics which, from their nature, cannot be fully discussed in the class rooms but should be considered. Similar meetings were held by the Principal and other men of the Faculty for the young men. Three such meetings were held during the year at which all students were invited to be present. Attendance at these conversations is voluntary and the discussion very informal. The range of topics is wide and their consideration chiefly determined by passing interests.

CHAPEL EXERCISES.

The entire school meets in Normal Hall every morning at 8:20, where short devotions are conducted by members of the Faculty or invited clergymen, accompanied by the school usually in responsive readings, and assisted by the Normal Choir—a chorus of about one hundred fifty voices. Besides simple religious exercises there is usually given time for a five minute talk to the school by some member of the Faculty. These talks are meant to leave with students a suggestive line of worthy thinking for the day; the lesson of some noble character, the heroisms of the common life, the regenerations of culture and right effort, domestic and social and institutional relations of the individual, and especially of the teacher, respect for nature and art—any thought, secular or religious, whose aim is good and the effect of whose pondering is to uplift and refine the common life.

The Columbian Exhibit.

The school made a small but effective display at the World's Columbian Exhibition at Chicago. Upon a screen were displayed about fifty large photographs illustrating actual work in the laboratories, in the library, in the observatory, and in the class-rooms of the various departments, and the assemblage of students and choir in the chapel. Views of the grounds and the exterior of the buildings were also shown, together with architects' floor-plans and exterior elevations. Upon other screens were charts showing, graphically, the growth of the school in membership from its foundation, the growth of the library during the past decade, the ratio of teachers to graduates for each year of the same period, and other statistics of general interest and value. There were also published and gratuitously distributed, five thousand copies of a pamphlet of 136 pages prepared by the heads of the departments, setting forth the plan and purpose of the school, together with an outline of the work. The plans, charts, and photographs have been preserved and are deposited in the general library for future reference.

Courses of Instruction.

Four daily studies pursued for forty weeks constitute the requirements for one school year. To have completed three such years of work (480 wks.) entitles one to a certificate or license to teach in the public schools of Michigan, good for a period of five years from date. Six hundred forty (640) weeks of work as elsewhere indicated are required for the completion of a four years' course, which entitles the student to a diploma of the school, and a teacher's certificate valid throughout the state for life.

Advanced courses also are offered in most departments, each leading to a certificate, a diploma, and the degree of Bachelor of Pedagogics (B. Pd), and covering, in addition to that noted above, (in the four years' course) three hundred twenty weeks of work as follows:

(1) At least eighty (80) weeks must be selected from the advanced professional courses enumerated on pages 44-5.

(2) The remaining studies shall include all the work offered by at least two of the following departments: English, History, Mathematics, Ancient Classics, Modern Classics, Physical Science, and Natural Science, in which studies the applicant does not already hold credits.

(3) In whatever line of specialty, at least one hundred sixty weeks of this advanced work must be taken in residence at the Normal School, and the remainder under the immediate direction of the departments concerned.

Provisions are made for taking the Master's degree as follows:

Any person holding the degree of Bacheler of Pedagogics of the Michigan State Normal School, may upon application, receive the degree of Master of Pedagogics upon the following conditions:

(*a*) He shall furnish evidence satisfactory to the Faculty that

he has been engaged in teaching or in school supervision continuously and with pronounced success for five years since receiving the Bachelor's degree.

(*b*) He shall prepare and present a thesis acceptable to the said Faculty, upon some subject connected with the History, Science, or Art of Education, the Faculty reserving the right to assign the subject of such thesis.

As early as 1870–1, during the principalship of Mr. Estabrook, there were four students in the higher courses,—Anna P. Ruckman, of the class of '66; W. Cary Hill, '67; Frances E. Bacon, '68; and Alice M. Stark, '69. For the decade following eight others were enrolled in like manner. Since 1882 every year has had its graduate classes.

The distribution of such students, through the years is shown by the accompanying table of

GRADUATE-STUDENTS:

1870–1..... 4	1876–7.....	1882–3..... 4	1888–9..... 8
1871–2..... 2	1877–8.....	1883–4..... 8	1889–90..... 7
1872–3..... 1	1878–9.....	1884–5..... 5	1890–1.....14
1873–4.....	1879–80.....	1885–6.....13	1891–2.....12
1874–5..... 1	1880–1.....	1886–7..... 9	1892–3.....11
1875–6..... 4	1881–2.....	1887–8..... 4	1893–4.....14

The degree of Bachelor of Pedagogics has been offered since 1890 only, and has been taken in that time by 35 graduates.

Besides these the degree of Master of Pedagogics has been given, as provided above, to thirteen persons.

For many years in Michigan as in other states, and in the Normal school as in other similar institutions elsewhere, the demand has been growing for professionally trained teachers:—young men and women who are qualified by a liberal education, along with professional training, to fill the best places in the school system.

The advanced courses in the Normal School have been strengthened to correspond with this growing need, and afford an excellent opportunity to graduates, at a minimum expenditure of time and means, to fit for the better paying and advanced, if not more responsible positions, in secondary and superior schools.

The post graduates of the current year numbering fourteen, represent an average teaching experience of 3 years, and an average age of 27.

Alike in certificate, diploma and degree courses, more than four studies may not be taken at the same time except with the consent of a committee consisting of the Principal and the heads of the departments concerned: provided that such extra study or studies shall be selected from outside the course being pursued; and provided further that such added work shall not, except by the vote of the Council, effect the shortening of the course.

Less than four studies will be required when, in the judgment of the Principal the physical or other conditions of the student require it.

SUBJECTS OFFERED.

The following lists include the work at present offered by the school, and exhibit in general the sequence of subjects in any given line together with the time devoted to each.

It will appear to the observer how large is the amount of work available to students outside of the prescribed subjects. Exclusive of the advanced work (List C), one entering here without a high school training will find offered two thousand weeks of work; or enough to cover twelve and a half years of study if all the courses be taken. And a graduate from one of our high schools may spend eight years in the Normal School, a considerable part of it professional, without finishing all of the courses. This only means that teachers for whatever position in public or private schools may find both the opportunity and the facility for adequate preparation, in any of the usual subjects.

LIST A.

Showing Branches required in preparation for the Normal School Courses.

1	Reading and Orthoëpy		10 weeks
2	Grammar		20 "
3	History		20 "
4	Civil Government		20 "
5	Arithmetic		20 "
6	Algebra I		20 "
7	Geography		20 "
8	Physiology		20 "
9	Elementary Physics		20 "
10	Latin I and II.	For entrance upon language Courses.	40 "
11	German I. and II.		40 "

Note: As mentioned elsewhere this requirement is about equivalent to that of a Commissioner's Certifiate for a Second Grade License to teach in Michigan.

LIST B.

Showing the studies offered in the Certificate and Diploma Courses, and the time given to each.

ENGLISH LANGUAGE AND LITERATURE.

1	Rhetoric	20 weeks.
2	English Literature	20 "
3	Grammar (Teachers' Review)	10 "
4	Reading	10 "
5	Advanced English Literature	10 "
6	Old and Middle English	20 "
7	Masterpieces	20 "
8	American Literature	20 "

HISTORY AND CIVICS.

9	English History	20 "
10	Greek and Roman History	20 "
11	Continental History	20 "
12	General History	20 "
13	Political History of the U. S.	20 "
14	Political Economy	10 "
15	English Constitutional History	20 "
16	Science of Government	10 "
17	Institutes of General History	20 "

LANGUAGES, ANCIENT.

18	Latin III	20 "
19	Latin IV	20 "
20	Latin V	20 "
21	Latin VI	20 "
22	Latin VII	20 "
23	Latin VIII	20 "
24	Latin IX	20 "
25	Latin X	20 "
26	Greek I	20 "
27	Greek II	20 "
28	Greek III	20 "
29	Greek IV	20 "
30	Greek V	20 "
31	Greek VI	20

LANGUAGES, MODERN.

32	French I	20
33	French II	20
34	French III	20
35	French IV	20
36	French V	20

37	German III	20	weeks.
38	German IV	20	"
39	German V	20	"
40	German VI	20	"
41	German VII	20	"
42	German VIII	20	"

MATHEMATICS.

43	Algebra II	20	"
44	Plane Geometry	20	"
45	Solid Geometry	20	"
46	Arithmetic	10	"
47	Algebra III	20	"
48	Trigonometry	10	"
49	Surveying	10	"
50	Algebra IV	20	"
51	Anal. Geometry and Calculus	20	"

MUSIC.

52	Elements of Vocal Music	20	"
53	Voice Culture I	20	"
54	Advanced Vocal Music	20	"
55	Voice Culture II	20	"
56	Voice Culture III	20	"
57	Harmony I	20	"
58	Harmony II	20	"
59	Voice Culture IV	20	"
60	Counterpoint I	20	"
61	History and Literature of Music	20	"
62	Counterpoint II	20	"
63	Kindergarten Music	20	"
64	Musical Composition I	20	"
65	Musical Composition II	20	"

NATURAL SCIENCES.

66	Structural Botany	10	"
67	Systematic Botany	10	"
68	Advanced Botany	10	"
69	Structural and Comparative Zoölogy	20	"
70	Systematic Zoölogy	10	"
71	Biological Technics	10	"
72	Teachers' Review of Physiology	10	"
73	Physiological Demonstration	10	"
74	Lithological Geology	10	"
75	Dynamical Geology	10	"
76	Historical Geology	10	"

PHYSICAL SCIENCES.

77	Physics I	20 weeks.
78	Physics II	20 "
79	Chemistry	20 "
80	Advanced Chemistry	20 "
81	Laboratory Practice	10 "
82	Descriptive Astronomy	20 "
83	Advanced Physics	20 "
84	Instrumental Astronomy	10 "
85	Physical Technics	10 "

DRAWING AND GEOGRAPHY.

86	Elementary Drawing	20 "
87	Blackboard Sketching	10 "
88	Advanced Drawing	20 "
89	Geography	20 "
90	Physical Geography	10 "

PEDAGOGICS.

91	Psychology	20 "
92	Psychology Applied	20 "
93	Method in Reading	5 "
94	Method in Grammar	5 "
95	Method in Arithmetic	5 "
96	Method in Geography	5 "
97	History of Education	10 "
98	Method in History	10 "
99	Method in Drawing	10 "
100	Method in Scienc	10 "
101	Laboratory Practice	10 "
102	Method in Ancient Classics	10 "
103	Method in Modern Classics	10 "
104	Kindergarten Instruction and Method	20 "
105	Science of Education	20 "
106	Practice Teaching	20 "
107	Practice Teaching	20 "

PENMANSHIP AND BOOK-KEEPING.

108	Penmanship	10 "
109	Book-keeping	10 "

Note: Nos. 2 and 55 to 65 inclusive are excluded from elective studies to be credited in making up any other course than that in music. Work in foreign languages for less than two years (four semesters) is not entitled to credit.

LIST C.

Additional studies offered in advanced courses.

110	Advanced Psychology	10 weeks.

111	Educational Systems and Theories	10 weeks.
112	Advanced Practice Teaching and Supervision	20 "
113	Meteorology	10 "
114	General Geometry and Calculus	20 "
115	United States Constitutional History	20 "
116	Latin XI Term	20 "
117	Latin XII Term	20 "
118	Greek VII Term	20 "
119	Greek VIII Term	20 "
120	Studies in German and French Literature	20 "

DISTRIBUTION OF STUDIES.

Here, as in other institutions, the purpose of the school determines both the kind and arrangement of matter in the courses. This being a school for the instruction and training of teachers, the subject matter is either professional or has for its ultimate purpose to give professional views. It is neither less nor more true of laboratory biology, or Greek or English History, than of Psychology and History of Education, School Management, Method in Geography or Teaching. How to endow our students with the ability to use the means which the schools employ and those they should employ for general education in every grade of public school, is the problem set our school to solve. It is the problem of every such teachers' school.

At present as throughout the history of the institution, a majority of the graduates in all courses go into the elementary schools for their work. Having this in mind the Board of Education, and the Council of the school, think it wise to make a minimum requirement of certain essential subjects to apply to all students who are candidates for graduation, however their course may differ in other respects. The professional work is the same in all certificate courses. The teachers' reviews of the common school branches are the same. So all diploma or life certificate courses include the same amount of such work. Of academic subjects also, a minimum each of English (exclusive of grammar), mathematics, history and science, drawing and music, is prescribed and held to be fundamental.

But a considerable number, and every year a larger proportion of our graduates, are sought for and find places in secondary or the upper elementary schools where departmental instruction

prevails, and are entitled to the opportunity to make beside the general preparation common to all teachers, a special study along the line of their intended work. To this end it is provided that not less than eight semesters of work shall be left to the student (under the advice of the Principal and the head of the department concerned) to be elected from not more than two departments.

(1) If language be elected, the course must be for not less than two years, except there be two languages taken, (in which case the Principal and heads of these departments will fix the proportion.)

(2) If science be elected, at least two of the three terms must be in some one science, and two must be in the laboratory.

(3) In any group the order of the subjects to be followed is shown in the list on pages 42–3–4.

(4) The election of the following single subjects may be made any term by students who are regularly members of the school: Elementary Drawing, Elementary Vocal Music, Book-Keeping, Penmanship, Elementary Voice Culture, and the beginning of any foreign language (any first term).

The accompanying statement exhibits the total amount of work prescribed in the several lines. In professional subjects, 140 weeks or 22 per cent. of the whole; in professional reviews (teachers' reviews) of academic subjects, 60 weeks, or 9 per cent; in academic subjects including drawing and music 280 weeks, 44 per cent. Of the purely elective work there remains 25 per cent. Inasmuch as the teachers' reviews are meant to be a mature and professional consideration of the half dozen leading elementary branches as instruments of education, they are only incidentally academic, and the professional part of the entire course is 31 per cent.

THE MINIMUM COURSE.

1	English 3 semesters	60 weeks.
2	Physical Science 3 semesters	60 "
3	History 3 semesters	60 "
4	Mathematics 3 semesters	60 "
5	Teachers' Reviews	60 "
	(1) Grammar	10 "
	(2) Arithmetic	10 "
	(3) Reading	10 "

	(4) Geography	10	"
	(5) Physiology	10	"
	(6) Science of Government	10	"
6	Professional Training	140	"
	(1) Psychology	20	"
	(2) Applied Psychology	20	"
	(3) Method in Common Branches	20	"
	(4) Laboratory Practice	10	"
	(5) History of Education	10	"
	(6) Teaching	40	"
	(7) Science of Education	20	"
7	Elementary Drawing	20	"
8	Elements of Vocal Music	20	"

The prescribed English comprises courses 1, 2, and 8 in the list given on pages 44-5. In science the three semesters include Botany (66-7) and Physics I. II. The required subjects in History are English History (9), U. S. Polit. Hist. (13) and either Continental or Institutes of History. In Mathematics there are included the one semester of Algebra (II.) and Plane and Solid Geometry in the order named.

In general it should be remembered that practice in the Training School presupposes the method work in common branches, as this presupposes the teachers' reviews and forty (40) weeks in psychology.

The teachers' reviews also assume that certain kindred studies have been completed. Arithmetic follows Algebra; Grammar requires that two semesters of English shall have been passed; Science of Government, both General History and English History; Physiology, some biological study and Psychology; Geography, Botany and Elementary Physics.

The fact that all second grade certificate subjects are included in the requirements for entrance allows the reviews to follow their logical sequence.

In a similar way method in History would follow the completion of the course offered in History; method in Drawing, the elementary course in that department; professional training in any science, the course in that science; and method in languages the corresponding academic course. Except for the Common branches the method work therefore is determined by the group of studies from which one's electives are taken.

Kindergarten instruction and practice may be elected by any one after the second year in the long course, or by any one who has satisfactory standing in drawing, music, geometry and psychology. With only this preparation however, there should have been some experience in teaching.

COURSES FOR HIGH SCHOOL GRADUATES.

For graduates from approved high schools, the prescribed work in the Diploma Course comprises the sixty (60) weeks of teachers' reviews, and the one hundred forty (140) weeks of professional study noted in the schedule on pages 46-7. For the remaining one hundred twenty (120) weeks (six semesters), additional work must be selected from the several departments under the regulations given on page 46, for the sequence of studies and the receiving of credits.

The completion of such a course requires two years and entitles the student to a diploma of graduation and a life certificate valid as a license to teach throughout the State.

For graduates from approved high schools there is also provided a one-year, or Certificate course whose completion entitles one to a teacher's certificate good for five years in any county of the state.

This offers no electives and remains the same as heretofore. It includes for the first semester (Sept. to Feb.) psychology, and the teachers' reviews of the Common Branches, followed by professional training in the same. For the second term besides Teaching, there is required twenty weeks of Applied Psychology, the History of Education, and Laboratory Practice.

The one year Kindergarten Course includes Psychology, the teachers' reviews in Arithmetic and Grammar, Method work in these and in reading and Geography, and adds elementary vocal music. The work of second semester is the same as that noted in the preceding paragraph.

The Courses of Study.

The tables on pages 50–51 are presented to show the arrangement and relations of prescribed and elective subjects through the four years. For each of the eight semesters there are provided studies covering not more than sixty (60) weeks, leaving at least one elective each half year, or eight subjects of twenty weeks each that must be chosen to complete the full course.

The several subjects are distributed to the semesters to which they belong in their logical order: but may, in particular instances, and for sufficient reasons be shifted within certain limits.

The Conspectus presupposes the work noted in List A, as preparatory studies, but exhibits the advanced courses in their appropriate places.

The change from the former courses is less perhaps than appears in the table. The subjects called prescribed are those, for the most part, which have heretofore been offered generally in the several courses. The present arrangement, however, it is hoped may simplify the classification of students, and provide in a better way for electives, while holding to a somewhat safer sequence of studies of both groups.

A few additional subjects have been added, and certain of the former ones changed. Both will appear or be noted in the Explanation of Courses to follow.

Especial attention is called to the fact that Reading and Orthoepy heretofore in the Normal course, is now required as a preparatory subject for entrance; and a ten-weeks' course in Advanced Reading is made elective in the first semester of the third year. The course called "Elementary Historical Material" offered at the same time, is designed to cover the ground of such study for the eight grades below the High School.

CONSPECTUS

		PRESCRIBED	ELECTIVE.				
			Sci. & Art Tchg	Mathematics.	Phys. Science.	Nat'l Science.	Music.
First Year.	1st Semester.	Algebra II Rhetoric Drawing					Elements of Vocal Music Voice Cul. I
	2d Semester.	Pl. Geom. Botany Eng. Hist.					Adv. Vocal Music ‡Voice Cult. II
Second Year.	1st Semester.	Solid Geom. Eng. Lit. Psychology †Phys. Tr. I				Adv. Bot. Struct Zool.	‡Voice Cult. III Harmony I
	2d Semester.	*Arithmetic Rev. 10 w. Physics I Grammar Rev. 10 w. Psy. App. †Phys. Tr. II	Meth. in Drawing			Syst. Zool., 1-10 w.	Harm'ny II ‡Voice Cult. IV
Third Year.	1st Semester.	Physics II Geography Rev. Hist. of Ed. Meth. in C.B. †Phys. Tr. III	Method in Phys. Tr	Algebra III	Chemistry		C'point I His. & Lit. of Music
	2d Semester.	U. S. Hist. §Teaching Lab. Prac. 10 w. †Phys. Tr. IV	Kinderg. Ins. Lab. Prac. Physical or Biol. 2-10 w.	Trigonom. 1-10 w. Surveying 2-10 w. Hghr. Alg.	Chem. Adv.	Biological Technics, 2-10 w.	C'point II Kind. Mus.
Fourth Year.	1st Semester.	Physiology Rev. §Teaching Sci. of Gov. 1-10 w.	Psychology Advanced	Anal. Geom. & Calculus	Astronomy	Geology. Physiological Demonstration 1-10 w	Musical Compos. I
	2d Semester.	History Am. Lit. Sci. of Ed.	Method in Sci. 1-10 w. Hist. 1-10 w. Class. Lang. 2-10 w. Mod. L. 1-10 w. Math.	Method in Math.	Phys. adv. Meth. in Sci. 1-10 w. Inst. Astr. 1-10 w. Phys. Tech. 2-10 w.	Hist Geol. 2-10 w.	Musical Compos. II

Notes: Credits for 480 weeks of work taken from that scheduled for the first three years, including the 370 weeks of prescribed work, and in addition to the four semesters of physical training, entitle the holder to a Five Years' Certificate.

Music is elective and may be taken at any time, as a fourth study; and, when the elective is a language, as a fifth study, with the consent of the Principal and the heads of the departments involved.

§Students who intend to leave school at the close of the third year, and take a certificate, must do their teaching during the second semester of that year. Students taking the full

OF COURSES.

		ELECTIVE.					
		History.	English.	Latin & Greek.	Ger. & French	Geog & Draw.	Physical Tr.
First Year.	1st Semester.			Latin III	German III French I		
	2d Semester.			Latin IV	German IV French II	Blackboard Sketching	
Second Year.	1st Semester.	Greek and Roman		Latin V Greek I	German V French III	Adv. Drawing	
	2d Semester.	Continental History	Adv. Eng. Literature 2-10 w.	Latin VI Greek II	German VI French IV	Meth. in Drawing	
Third Year.	1st Semester.	Genl. Hist. Elementary Historical Material	Reading 1-10 w.	Latin VII Greek III	French V		Applied Anatomy 1-10 w. Method in Phys. Tr.
	2d Semester.		Old & Middle English	Latin VIII Greek IV	Ger. VII	Phys. Geog.	
Fourth Year.	1st Semester.	Eng. Const. Hist. Polit. Econ. 2-10 w.	Study of Masterpieces	Latin IX Latin XI Greek V Latin Sight Reading	Ger. VIII		
	2d Semester.	Inst. of Gen. History Method in History 1-10 w.	Adv. Rhet.	Latin X Latin XII Greek VI Meth. in Cl. Lang. 2-10 w. Lat. Writ.	Method in Mod. Lan. 2-10 w.		

course will take their practice in the Training School during the first semester of the fourth year.

*In the Teachers' Reviews in Common Branches, classes will be organized each quarter as may be required.

†The four semesters of physical training may be taken at any time before the close of the Junior year.

‡In place of Voice Culture II, III, and IV, students selecting the Music Course may substitute instrumental music by paying the fee for the latter. (See special circular.)

Explanation of Courses.

Pedagogy.

This course precedes the special courses in methods of teaching the various branches, and is designed to prepare the student to receive such special instruction with advantage.

(1.) The course includes the study, for one full semester of twenty weeks, of the *Elements of Psychology*, embracing the elementary principles of both mental and moral science. The truth is recognized that the art of teaching must be based upon the science of education, and that the science of education has its ultimate basis in the science of mind. Methods of teaching can be only empirical to those who possess no knowledge of the powers of the soul or of the various modes of mental activity.

(2.) After this preliminary study of the mind, instruction is given for twenty weeks in the *General Application of Psychology* to the theory of education and to the art of teaching, including the subjects of school organization, school government, and related topics.

The discussions under this head include a consideration of the nature and purposes of education; of the agencies and forces employed in the work of educating the child; the province and work of schools and teachers; and the extent and limitations of their responsibility.

The order in which both the physical and mental powers are developed; the conditions of harmonious and healthy development, and the means by which such development is best secured, are also considered.

From the laws of development and from the fundamental laws of the mind's activity, which together constitute the most essential principles of the science of education or pedagogics, both general

and special laws of teaching and pedagogy are deduced. An effort is made, by familiar illustrations and examples, to show the practical value of these laws in the work of the school and in the class room. Special application of these laws to particular branches of instruction are made by the heads of the various departments, and also by those in charge of the Training School. These two courses are designed to fix the quality and direction of method work in a general way throughout the school.

(3.) Instruction is given in respect to the *School System and School Laws of Michigan;* and in this connection the duties, obligations, and rights of teachers are considered. Attention is also given to the powers and duties of School Boards, of Superintendents and Principals of graded schools, and the subordinate teachers in such schools.

The character of ungraded schools; the peculiar nature of graded schools; the processes of grading and classifying; the principles which should guide in the promotion of pupils; modes of examination with their benefits and evils, and other related topics, are fully discussed.

(4.) *The History of Education* occupies half of one semester. Attention is given to the history of schools, of school systems, and of education generally. Instruction is given partly by lectures with references for abundant reading, and partly by the use of a text book.

The progressive development of methods of teaching is illustrated by reference to the lives, labors, and principles of the great leaders of educational reform and advancement. In this way the relation of the present to the past is clearly shown, and the direction of real progress is discovered.

(5.) *The Science of Education* is offered during the second semester of the fourth year. The course will be chiefly by lectures and discussions, accompanied by special assigned readings and individual studies. No text will be used, but Rosenkranz's "Philosophy of Education," Palmer's "Science of Education," Herbart's "Science of Education," and Everett's "Science of Thought," will be assigned, in one of which each student will be called upon for careful study in addition to the lectures and discussions.

(6.) The Advanced courses leading to the degree of Bachelor of Pedagogics include more extended study and instruction in Psychology, embracing the principles of moral as well as mental science; and an examination of portions of the history of philosophy, especially with reference to its connection with systems of education, and a more extended study of educational history, of systems of education, of general methods of instruction, and of educational literature. The seminary methods will be adopted so far as circumstances will permit.

TEXT-BOOKS.

Psychology, Elementary,	Putnam.
Psychology, Advanced,	Sully or Dewey.
Psychology Applied,	Putnam.
History of Education,	Painter or Compayré.

SPECIAL REFERENCE BOOKS.

Fitch's Lectures on Teaching.	
School Supervision,	Pickard, Payne.
Teaching in Three Continents,	Grasby.
Boone's Education in the United States.	
Quick's Educational Reformers.	
Laurie's Life of Comenius.	
Life of Pestalozzi,	De Guimps.

English Language and Literature.

GRAMMAR.

In the academic work in English Grammar, special attention is given to the analysis of sentences with a view to understanding the use and relations of words in sentence structure. In this respect Grammar is thought of, not as a set of rules to be committed to memory, but as a disciplinary study of high value.

The Teachers' Review, however, presupposes a fair knowledge of the subject, and, in addition to rendering the scholarship more accurate upon certain difficult constructions, aims, in daily recitations, so to arrange and organize the subject-matter of class study as to give the student the best possible preparation for teaching.

In Rhetoric little stress is laid upon the mastery of rules from a text-book for oral recitation; the application of the princi-

ples to written exercises is considered the most important part of the course. Guarding against discouraging the student's naturalness or spontaneity of expression, he is constantly urged in oral recitation, as well as in written composition, to prune his expression, with the utmost care, of all that is incorrect in form or weak in arrangement.

No student is allowed to drop the subject without giving evidence of his ability to express his thoughts in reasonably correct and rhetorical English. Numerous essays, narrative, descriptive, argumentative, etc., are required to be handed in to his instructor for special criticism.

LITERATURE.

The full course in Literature extends through four semesters. An entire semester is devoted to each of the following subjects: English Literature, American Literature, Old and Middle English, and Masterpiece Study. In the entire course the Department keeps steadily in mind the purpose of teaching the student *how* to *read*, the cultivation of a taste and love for good literature, and the development of the literary sense.

The reading is constantly accompanied by practice in composition, short reports of library work being gradually increased to written theses of considerable length, thoroughly testing the student's power to express his thoughts with something of grace and ease as well as correctness.

1. The History of Literature, after the briefest outline, is taught in connection with the study of representative authors of different periods.

2. Advanced English Literature. This consists of direct study of authors, with critical class reading; collecting opinions of reviewers and critics and comparing them; writing reviews and criticisms of masterpieces.

3. One semester is devoted to American Literature. The work corresponds in plan to that under Advanced English.

4. In the elective course, an entire year is devoted to Old and Middle English and a critical study of English Masterpieces.

5. In the courses leading to the degree of Bachelor of Pedagogics, Advanced Rhetoric is offered. Here an attempt is made

to get beyond the stereotyped rules of the text-book, and to become acquainted with the principles and philosophy of style by a seminary course of reading in the library.

History and Science of Government.

United States History.—This embraces one semester in the study of the political institutions, and one semester in a study of the constitutional history offered as advanced work.

Students entering upon the course in Political History must be prepared for examinations in the following particulars: (1) a knowledge of the main facts of the national history, as mentioned on a previous page under "Conditions of Admission"; (2) the ability to put these facts into their causal relations so as to exhibit the leading features in the development of an historical idea, as the industrial conditions and the history of slavery, the economic conditions and the history of finance, the strong-government idea and the acquisition of public domain, the state-supremacy idea and secession; (3) above all an insight into the meaning of facts and an intelligent use of the same; for in this lies the real proficiency of the pupil. History furnishes material for judgments, and unless the pupil has learned to see the relations between facts, to compare, to judge, that is to think, to use the fact, he is not ready for any such study as Political History. The pupil's ability to think historical relations will therefore receive careful scrutiny; (4) some comparison of governments as based upon readings assigned for the library.

He must also have had at least one semester's work in some other history, preferably that of England.

English History.—This forms a separate course complete in itself. It includes one semester in the study of the narrative, and one semester with the English Constitution, in its growth and workings.

General History.—This course embraces, *first*, the several sections of Grecian, Roman, and Continental History, work in which is almost exclusively by outlines, and is determined by the studies in connection with which it is taken. *Second*, Institutes of History,

which is supplementary to the preceding, and aims to exhibit the unity of historical development by the study of those things which have been permanent in their influence upon civilization.

Elementary Historical Material.—This course is designed to prepare for the oral teaching of History in the elementary schools. It will embrace a systematic view of historical lessons as seen in literature, myths, games, etc. The material will be drawn from general library reading.

Professional Work.—A special course in methods of teaching history is given, including, somewhat in detail, both the matter and the method of its presentation as adapted to certain classes, with the preparation of written lessons with criticisms on the same. This course completes and follows all other courses in history.

SCIENCE OF GOVERNMENT.

This course embraces:

(1) The township, its origin, development, and influence, with specific work on the Michigan township.

(2) The development of the local town, into general colonial government, the main features of the government in each colony, and the establishment of the state of Michigan and details of its government.

(3) The political relation of the colonies to England, the change of sovereignty, the new government under the forms of continental congress, the confederation, and the constitution. The working of the constitutional government in detail.

To be admitted to this course, students must meet the requirements for entering the United States Political History.

Mathematics.

The academic work in mathematics includes the elementary subjects usually taken in high schools, together with Trigonometry, Analytical Geometry, Calculus, Higher Algebra and Surveying. The latter, more advanced subjects, are elective in most courses, and are introduced for the purpose of taking the student far enough beyond the probable limit of his future teaching to give him an adequate view and mastery of his work. They are treated with reference to

their subsequent use in Astronomy and Advanced Physics, the work of the departments of Mathematics and Physical Sciences being arranged to this end. Surveying is elective in all courses, and consists largely of practical field work.

Students are supposed to have completed Arithmetic and to be familiar with Algebra through simultaneous simple equations before entering the School. For such as fall only slightly below these requirements, preparatory classes are arranged. The secondary work, both in the preparatory grade and thereafter, is treated with that extra thoroughness necessary in the preparation of a teacher.

Professional work constantly enters in with the academic, the aim being to make the course as a whole, and each lesson in particular, a model for the future teacher. Lectures are given in the historical development of each subject, and the best methods of presenting the various topics are set forth.

The Teachers' Review in Arithmetic, designed to be taken after the completion of the rest of Elementary Mathematics, is in charge of the head of the department. It consists of a rapid review of those chapters of applied Arithmetic in which the teacher is most apt to need special instruction, both as to subject-matter and methods of presentation. A similar review of Algebra forms a part of Algebra III.

The class in Professional Training attends a series of lectures by the head of the department. These lectures consider the subject of teaching both historically and scientifically. The former view is designed to show what has been and is considered the proper sphere of Arithmetic and methods of teaching the subject. The latter, to show the best methods, in the light of present criticism, of presenting typical chapters in the various grades. Especial attention is directed to the bibliography of the subject, the Normal Library being quite complete in works of reference.

TEXT-BOOKS.

Arithmetic,	Wentworth & Hill.
Elementary Algebra,	Wentworth's Higher.
Higher Algebra,	Wentworth, Hall & Knight.
Geometry,	Bellows.
Trigonometry,	Wentworth.

Analytical Geometry, - - - - - - - Hardy.
Calculus, - - - - - - - - - Taylor.
Surveying, - - - - - - - - Wentworth.

The mathematical department is supplied with over seventy-five models and pieces of apparatus, selected with a view to the needs of the classes in Elementary and Analytic Geometry and Trigonometry. Most of these were recently imported by the school from Germany, and are of wood, wire, thread, paper, glass, or tin, and illustrate many of the most important propositions considered in the work of the school, both in pure mathematics and in elementary mensuration. The department has, also, a good outfit for field work in surveying, comprising a transit, level, surveyor's compass, leveling rod, chains, etc. With all of the models and apparatus the students become familiar by actual use.

In addition to about three hundred works on pure, and a large number on applied mathematics, in the general library, the department has a special library of about fifty volumes, selected for use in the class rooms and with a view to those cases in which the interests of students will best be subserved by consulting the works in the presence of the teacher.

A special subject catalogue, at present with about a thousand references, has been carefully prepared, to assist students in the use of the mathematical works and to encourage the consultation of such articles as are contained in the considerable body of periodical literature which the general library contains.

Ancient Languages.

The academic work in Latin and Greek includes such amount as is usually done in the best High Schools with the addition of two years in each language. The first four years in Latin and the first two in Greek are taught with that extra thoroughness and from that professional standpoint necessary to the preparation of teachers. The professional side of the work is still farther strengthened by a series of lectures, giving a general view of the field of classical learning—its extent, its content, and its bibliography—and the adaptation of the best methods of teaching the languages to the

work of secondary instruction; and by practice-teaching under the immediate supervision of the head of the department.

The last two years in each language have for their aim the additional culture and scholarship necessary to carry the pupil well beyond the probable limit of his future teaching.

The courses and methods pursued have for their aim the following results:

1. Complete and absolute familiarity with formal grammar and syntax.

2. The ability to read the original with correctness and expression.

3. The power of translation into grammatical and idiomatic English.

4. The ready use of the language in translating into Latin or Greek connected English prose.

5. The command of a large and varied vocabulary resulting from extensive reading in many authors.

6. The ability to read at sight passages of ordinary difficulty.

7. An acquaintance with the leading authorities on subjects of classical study.

8. The culture to be derived from the earnest and long continued pursuit of all that was best in the outward and inward life of the ancient world.

9. The practical knowledge of the best methods and the best books to be used in presenting the different phases of the subject.

The department is well supplied with maps, charts, and photographs; and with the best reference books and commentaries on the classical authors, to the number of about three hundred volumes. It is using the following text-books:

LATIN.

Harkness,	Standard Latin Grammar.
Allen and Greenough,	Latin Grammar.
Jones,	First Lessons in Latin.
D'Ooge,	Colloquia Latina.
Collar,	Gate to Cæsar.
Allen and Greenough,	Cæsar.
Kelsey,	Cæsar.
Daniel,	Prose Composition.
Allen and Greenough,	Cicero.

Shumway, - - - - - - - - Latin Synonymes.
Hubermann, - - - - - - - - - Sallust.
Allen and Greenough, - - - - - - - - - Ovid.
Frieze, - - - - - - - - - - Vergil.
Greenough, - - - - - - - - - - Livy.
Miller, - - - - - - - - Prose Composition.
Rolfe, - - - - - - - - - Viri Romæ.
Page, - - - - - - - - Odes of Horace.
Dalton, - - - - - - - Ars Poetica—Horace.
Greenough, - - - - - - Satires and Epistles—Horace.
Guerber, - - - - - - Myths of Greece and Rome.
Sloman, - - - - - - - - - Terence.
Lindsay, - - - - - - - - - Plautus.
Allen, - - - - - Germania, and Agricola—Tacitus.
Kelsey, - - - - De Amicitia, and De Senectute—Cicero.

GREEK.

Boise & Pattengill, - - - - - - First Lessons.
Moss, - - - - - - - - Greek Reader.
Hadley & Allen, - - - - - - Greek Grammar.
Goodwin, - - - - - - - - Greek Grammar.
Kelsey, - - - - - - - Xenophon's Anabasis.
Goodwin - - - - - - - Xenophon's Anabasis.
Winan, - - - - - - - Xenophon's Symposium.
Keep, - - - - - - - - - - Iliad.
Seymour, - - - - - - - - - - Iliad.
Merry, - - - - - - - - - - Odyssey.
Shuckburgh, - - - - - - - Orations of Lysias.
Dyer, - - - - - - - Plato's Apology & Crito.
White, - - - - - - Œdipus Tyrannus of Sophocles.
Bayfield, - - - - - - - Alcestis of Euripides.

COURSES IN ANCIENT CLASSICS.

LATIN LANGUAGE.

1. Jones, First Lessons; Harkness, Latin Grammar, or Allen & Greenough, Latin Grammar; D'Ooge's Colloquia Latina; Collar, Gate to Cæsar. (2 semesters.)
2. Cæsar, Latin Composition. (2 semesters.)
3. Cicero, Latin Composition. (30 wks.)
   " Synonymes.
   Ovid, Mythology, Scansion .(10 wks.)
4. Ovid, Vergil. (2 semesters.)
5. Livy, Latin Composition. (1 semester.)
6. Horace, Odes. (1 semester.)
7. Plautus and Terence. (1 semester.)

8. Tacitus. (1 semester.)
9. Unseen Translation. (*Monday and Wednesday*, 1 semester.)
10. Latin writing. (10 wks.)
11. Department Criticism.
12. Classical Literature and Methods. (10 wks.)

NOTES ON THE COURSES.

Course 1 is properly a preparatory course to the work of the Normal. While it may be pursued here, students are urged to come prepared with at least one year of Latin.

If a student elects a language he must pursue it at least two years to obtain credit for the same on the books of the school.

Students expecting to teach Latin should pursue it for at least five years. Course 9 is open only to such as have had at least three years of Latin. Course 10 is open only to such as have had at least four years of Latin. Course 11 is designed for those who are teaching under the supervision of the department. Course 12 is a required course for all that are intending to teach Latin.

GREEK LANGUAGE.

1. First Lessons, Greek Grammar, Greek Reader. (2 semesters.)
2. Anabasis, Greek Prose (30 wks.) Homer (10 wks.)
3. Homer, Odyssey. (1 semester.)
4. Lysias. (1 semester.)

NOTES ON THE COURSES.

No student may take up Greek who has not had at least one year of Latin. The department reserves the right to withdraw any course, unless elected by at least four students.

REQUIRED READING.

In connection with the above courses of study a large amount of historical and literary reading is required for purposes of illustration and interpretation.

German and French.

The full courses in German and French run through three years and a half and two years and a half, respectively, to which is added a ten weeks' course of informal lectures, with discussions, on methods of teaching, on topics from the history of literature,

and on the historical development of language. Students who complete these courses fill successfully positions as teachers of German and French in the best high schools of the state.

Sections of the first year's class in German (corresponding to the 9th grade of the Practice School) are, part of the time, taught by members of the graduating class. A large proportion of the students in the three higher classes have gained their elementary knowledge of the languages in the high schools of the state; they are credited for all such work done in a satisfactory manner.

The professional side of the instruction, aside from the purely professional course of ten weeks, is emphasized more strongly in the higher classes than in the lower; this is the case especially in the composition classes, the translation from English into German or French, offering frequent opportunities of discussing those topics which the experienced teacher knows as presenting the greatest difficulties to the learner and to the young teacher in the class-room. It is always the aim to discuss such questions on a psychological basis.

While the study of German and French grammar is pursued as a means to an end, not as an end in itself, a thorough knowledge of all essentials and readiness in the application of principles are insisted upon. The oral use of the languages is deemed very important, mainly for psychological reasons, as an aid in the acquisition of a foreign tongue and as a requisite for an appreciative study of its literature.

In the year 1893-4 the work done by the several classes has been as follows:

GERMAN.

First Semester.—Otis, Elementary German, thirty lessons, with selections for reading.

Second Semester.—Otis completed; first series of Lodeman's Exercises (parts of speech), with reference to Brandt's German grammar; Schiller, Wilhelm Tell.

Third Semester.—Exercises, second series, 1-17, (syntax of articles, nouns, adjectives); Lessing, Minna van Barnhelm; Riehl das Spielmannskind; Study of Idioms, (from the authors read.)

Fourth Semester.—Exercises, second series, 18-37, syntax of pronouns, verbs, prepositions); Goethe, Hermann and Dorothea; Hoffmann, Historische Erzaehlungen. Study of Idioms.

Fifth Semester.—Exercises, third series (syntax of sentences); Harris, German Prose composition (one lesson of 1 to 1½ pages weekly); Heine's Prosa (Macmillan's edition); Goethe, Egmont; Study of Idioms.

Sixth Semèster.—Harris, Prose composition continued; Gore, German Science Reader (including psychological essays); Buchheim, Deutsche Lyrik.

One-Half Semester.—Methods of Teaching Modern Languages, by thirteen authors (D. C. Heath & Co.); Lectures on the Principles of the History of Language.

Seventh Semester.—Prose composition (Buchheim), 1 to 2 pages, once a week; Freytag, Karl der Grosze and Aus den Kreuzzucgen; Lessing, Nathan der Weise; Goethe, Iphigenie auf Tauris.

Two students did some work, in advance of the course, in H. Grimm's Essays and in German and French Literature.

FRENCH.

First Semester.—*Macmillan's French Course; Part I, complete; Part II, 10 lessons; Scribe and Legouvé, La Bataille de dames; Study of Idioms in connection with reading.

Second Semester.—Macmillan's II, lessons 11-35; Halévy, l'Abbé Constantin; G. Sand, La Mare au diable; Idioms.

Third Semester.—Macmillan II, completed; Mérimée, Colomba; Luquiens, French Science Reader; Idioms.

Fourth Semester.—Macmillan III, 20 lessons; Lacombe, Histoire du peuple francais (in French only); Corneille, Le Cid; Molière; Las Précieuses ridicules; Idioms.

Fifth (One-Half) Semester.—Methods of Teaching, etc., (as in German VII.)

Sixth Semester.—Macmillan III, 20 lessons; Emile Faguet, Etudes littéraires, 19ième siècle (Essays on Chateaubriand, Lamartine, de Vigny, Hugo, and others); Corneille, Cinna, V. Hugo, Hernani; Study of Idioms, in connection with reading.

The Physical Sciences.

PHYSICS.

The work in this subject falls under the following heads:

1. *Ninth Grade Physics.*—A twenty weeks' course in non-mathemetical Physics, with special reference to the needs of those who are not candidates for graduation, but who wish to prepare for the examinations for a second grade certificate. The course is richly demonstrative, and has special reference to the physics of common life. Only Arithmetic is required to enter upon it.

*In 1894-5, Van Daell's Introduction to the French Language will be used.

2. *Elementary Physics.*—This subject, including Nos. 77 and 78 of List B, extends through an entire year, the first term being devoted to Mechanics, Heat and Sound, and the second to Electricity and Light. Great stress is laid upon the demonstration by experiment of the laws and principles of physics, and, since the student is an intending teacher, it is felt to be important that he should not only experiment himself, see experiments performed, and learn how to analyze and study them, but that he should make a special study of apparatus and manipulation and have some practice in demonstration in presence of a class. Considerable attention is given to the purchase, testing, care, and effective use of apparatus, and also to the manipulation and use of simple or extemporized pieces. The students' laboratory practice of this course is taken partly during the class hour and partly in the afternoon. The students' tables are equipped with the usual apparatus, including scales, verniers, etc.; a good balance for each table, turning easily with one mg., and a good set of weights; and full sets of picnometers, burettes, measuring cylinders, galvanic cells, coils, galvanometers, etc. The demonstration apparatus is also ample, and in good condition. Much attention is given to the graphical method of recording results, and the work in problems and exercises is extended and highly specialized. For entering upon these courses a competent knowledge of Arithmetic, Algebra and Geometry is required. Regularly there are four sections of the class each semester, of from twenty-five to thirty members in a section.

3. *Advanced Physics.*—This is a half-year course upon the entire subject, the ground covered being essentially that of Daniel, Anthony and Brackett, or Barker. The work of the school in Elementary Physics and Laboratory Practice, or an equivalent, is required, and a course of Mathematics through Trigonometry and the Calculus. In connection with this work in theory there is a brief course in Advanced Laboratory Practice, the time for this work being taken partly from the regular class hour and partly in the afternoon. The problems assigned consist of exact capillarity; exact work with the spherometer, the cathetometer, the micrometer microscope, the filar micrometer, and the torsion balance; the finding of the value of H.; the value of g.; the index of refraction of various solids and fluids; the moment of torsion and the moment of

inertia of a number of bodies; and work with the spectrometer, the saccharimeter, various polariscopes, the reflection galvanometer, and a few other instruments. Twelve pupils can be accommodated in a single section.

4. *Physical Laboratory Practice.*—This is a course of individual practical work in the physical laboratory, and differs from the students' work in Elementary Physics in three particulars: 1st, it is more advanced; 2d, it is mainly quantitative, whereas that is largely qualitative; 3d, it is based upon the "individual," as that is upon the "collective" system. A large basement laboratory, a balance room and two dark rooms are appropriated to this subject and well supplied with fittings and apparatus. An attempt has been made to show common forms of German students' apparatus; common English pieces, as those made by Groves; and common American forms, the latter largely predominating. Four classes of fifteen members each can be accommodated each quarter of ten weeks.

5. *Physical Technics.*—A ten-weeks' practical course upon the construction of apparatus and the fitting up and stocking of a simple laboratory, either physical or chemical, or both. This course and Advanced Physics are especially adapted to prepare students to give instruction in an ordinary High School by the laboratory method. This subject includes brief practical courses in lantern work; methods of copying, duplicating, and manifolding; on gas and water supply and cheap substitutes for the ordinary forms; on the purchase and the testing of apparatus; and on laboratory economy. A considerable amount of apparatus for the other classes is constructed, repaired, or adjusted by the members of this class. The department can accommodate a class of fifteen.

6. *Method in the Physical Sciences.*—A ten-weeks' course in elementary methods of teaching science, having for its purpose to organize and solidify the professional work which is given in the other classes. It is mainly for the first five weeks a lecture course, supplemented by a large amount of library work; the remainder of the time is given to model lessons, demonstrations, and the organization of a science course in the primary and grammar grades. The history and bibliography of physics to which much attention is given in all classes, is here treated more consecutively and completely. About sixty pupils have taken this course each year.

CHEMISTRY.

In this subject there are two courses:

1. *General Chemistry.*—The course continues for twenty weeks, and is carried forward solely in the interest of intending teachers. A large majority of those who take this subject have already had a brief High School course in chemistry, and come to the class with some knowledge of and zest for the subject. For this reason we are able to complete a good elementary course in inorganic chemistry, and give some attention to the carbon compounds within the twenty weeks. In addition to the general demonstration work about one hundred experiments are performed by the students at their tables, this chemical laboratory practice being had partly in the class hour and partly in the afternoon. Especial attention is given to the chemistry of air, water, and the common metals; to gaseous manipulation and the making and repairing of simple apparatus; to laboratory equipment and economy; and to the physical conditions of reactions. We can accommodate two sections of thirty-four students each.

2. *Advanced Chemistry.*—The analytical tables which are worked out in the preceding course are here used in actual qualitative and quantitative analysis. The minimum amount of laboratory work for each of the twenty weeks of the course is ten hours, the maximum amount is fourteen hours. An average of about forty minerals, commercial products, and mixtures is analyzed by each student; some good gravimetric and volumetric work is done, and a brief course in water analysis and air analysis is given. Bibliography and the use of the chemical dictionary and standard authorities is made prominent. The laboratory accommodates thirty students. Each group of four is supplied with an analytical balance and all the tables are equipped with a set of burettes and other conveniences for titration.

ASTRONOMY.

1. The general work in this subject consists of a somewhat complete study of uranography, or the ancient astronomy, considerable practice with the globes, and a brief presentation of the modern astronomy, or the physical features of the heavenly bodies.

2. Following the above is a practical course (elective) in instrumental astronomy, embracing the adjustment and use of the

sextant, the transit, the chronograph, the chronometer, and the equatorial, with some of their more important accessories. A small observatory with a simple equipment furnishes facilities for this work.

A ten weeks' course in Sanitary Science, and a course of like extent in Meteorology, are offered to students in the courses leading to the degree of Bachelor of Pedagogics.

TEXT BOOKS.

Astronomy,	Newcomb.
Instrumental Astronomy,	Lectures and Chauvenet.
Elementary Physics,	Gage.
Advanced Physics,	Anthony and Brackett.
General Chemistry,	Remsen.
Analytical Chemistry,	Jones.
Laboratory Practice,	Lectures.
Physical Technics,	Lectures.
Sanitary Science,	Blyth.
Meteorolgy,	Lectures.

Biology and Geology.

The work of this department embraces Zoology, Structural Botany and Geology; sciences observational in character as distinguished from the experimental sciences of Physics and Chemistry and dealing for the most part with organized matter. The study of texts is subordinated as far as possible to work upon the material itself. The courses are all planned to meet the needs of pupils considered as students and as prospective teachers. From those coming fully within its grasp the department endeavors to secure the following results:

1. The training of the senses, particularly the eye, in close, accurate observation.

2. The preparation of written records of observations in clear, accurate, concise language, supplemented with truthful delineation of the same by means of drawings.

3. Logical reasoning upon these observations, the deduction of truth, and generalization.

4. The acquisition of knowledge, academic and professional.

5. The skillful manipulation of apparatus, the use of scientific methods in obtaining knowledge, either from Nature direct or from books, and hence the ability to carry on independent investigation.

6. A love for scientific truth.

The Training School affords opportunity for practice teaching and for the presentation of talks and object lessons to the pupils of the various grades.

Pupils are strongly urged to take up their work in this department in the order that it is here described. The courses all cover ten weeks each, excepting the full term of Structural and Comparative Zoology. The numbers in parenthesis refer to the corresponding numbers in lists B and C.

1. *Structural Botany* (66). A course of laboratory work designed as an introduction to the work of the department. The handling of the compound microscope and its accessories with intelligence and some degree of skill is first taught. The following general headings serve as an outline of the course: Seeds, Germination, Stem, Root, and Leaf. As much time as possible is devoted to a study of the lower Cryptogams.

2. *Structural and Comparative Zoology* (69). With the skill acquired in the use of the microscope in Structural Botany, the information obtained, and the knowledge of laboratory methods, the pupil is prepared to enter at once upon a study of animal forms. A detailed study is made in the laboratory of types of each of the eight sub-kingdoms. The following forms are used: Amoeba, Paramecium, Vorticella, sponge, Hydra, Actinia, star-fish, sea-urchin, mussel, oyster, earthworm, crayfish, grasshopper, and frog.

3. *Systematic Zoology* (70).—This course is designed to supplement the preceding, but it may be taken by those who desire to prepare for the science work of the grades whether or not they have had work with the department. It consists of recitations, reading, lectures and practical work upon the collections and in the laboratory. Object lessons are prepared, the animal kingdom is classified, and the principles of identification taught.

4. *Biological Technics* (71).—This course is intended to train teachers in the collection and preparation of zoological and botanical material for purposes of study and illustration. It must be preceded by courses in Physiology, Botany and Zoology. His-

tological mounts of hard and soft tissue are prepared, casts and wall-charts made, skeletons cleaned and articulated, birds and small mammals skinned and mounted. Biological material is collected from the field and cared for in the laboratory.

5. *Physiological Demonstration* (73).—This course must be preceded or accompanied by the Teachers' Review in Physiology. Its aim is to carry the prospective teacher of the subject, either in the grades or the High School, through a course of individual experiment and class demonstration upon the lower animals, with the view of supplementing and illustrating the regular text. The laboratory work will cover bone, muscle, blood, the circulation, respiration, digestion, nerve and the special senses.

6. *Lithological Geology, including Mineralogy* (74).—Practical work in the study of minerals and rocks, supplemented with reading, lectures and recitations. Previous work in Chemistry and Physics is required. Blow-pipe methods and chemical manipulation are taught. About sixty minerals and all the common rocks are studied. Individual collections are made from the field, identified and catalogued.

7. *Dynamical Geology, including Structural Geology* (75). This course is designed to give a clear idea of the forces and agencies which have determined the shape and character of the earth's surface, and which are still at work modifying it. It is believed to form a valuable, if not indispensable, adjunct of Geography. It should be preceded by Lithological Geology. The work consists of recitations, lectures, reading, class experiments and field excursions. It is taken up under the following heads: Atmospheric, Aqueous, Igneous and Organic Agencies.

8. *Historical Geology, including Paleontology* (76).—A study of the evolution of the earth and its inhabitants, by means of recitations, reading, lectures and laboratory work upon fossil forms. Courses in Zoology and Botany are required, and the previous work in Geology is desirable. Beginning with the Nebular and Meteoritic Hypotheses the "Geological column" is taken up in order and brought down to the historic period. The character of the rocks is studied, their thickness, home and foreign localities, their teachings, economic products and forms of life.

GENERAL FACILITIES FOR WORK.

Biology.—Adjoining the lecture and collection rooms is a large, well-lighted laboratory supplied with hard wood tables carrying individual lockers. The equipment consists of 36 compound microscopes, of German, English and American manufacture, 30 dissecting microscopes, a Thoma and Minot microtome and all the accessories and instruments required for practical biological work. A set of wooden, zinc-lined tanks and a large plate-glass aquarium permit the storing of fresh water material.

At one end of the laboratory cases contain the departmental books transferred from the general library. The important manuals, reference books, texts and periodicals are thus readily access ible to the student, the aim being to bring together the literature of especial interest and value to the pupil as student and prospective teacher.

The Zoological lecture room contains a fairly complete collection for systematic work, supplemented with charts and models. Worthy of especial mention is a cabinet of home insects from the Michigan Agricultural College, recently enriched by a collection of foreign and domestic butterflies, the gift of Mr. Samuel Post, of Ypsilanti; fishes and invertebrate material from the Smithsonian, and the Museum of Comparative Anatomy; a large and growing Michigan bird collection; Central American birds and skins, the gift of Mrs. E. E. Baxter of Ann Arbor, and, finally, osteological preparations fully illustrating all classes of vertebrates.

Geology.—By means of purchases and donations the department has gotten together good working collections of minerals, rocks and fossils. The Drift of this vicinity furnishes many of the common minerals and, with the exception of the modern volcanics, rocks also in abundance along with corals and brachiopods. For practical work in the laboratory, bulk material is purchased from the dealers. A valuable collection of Lake Superior rocks and ores was presented to the school in 1890 by the State Geological Survey. A systematic series of rocks and fossils, typical of the principal geological horizons, is used in Historical Geology. In 1893 the Smithsonian kindly deposited with the school a complete set of casts of typical stone implements of prehistoric man. Geological structure, geyser and glacial phenomena are illustrated by a

collection of handsome photographs. A set of coast and river charts has just been received from the U. S. Coast and Geodetic Survey.

In the biological laboratory there has been fitted up for blow-pipe work a hard-wood table with accommodations for ten in a section. With a petrographic microscope, a case of reagents, water, gas and the incidental instruments and appliances required for practical work there is little further in this line to be desired.

The library contains, besides the principal popular works, all the important texts now in English, many of the desirable manuals and reference books, and numerous reports and monographs of the state and government geological surveys.

Botany and Physiology.

Systematic Botany.—This course follows the work in structural botany (66). The general subject of morphology is taken up as presented in such texts as Wood and Gray. The scientific and educational value of field work is recognized, and is represented in class work by the description, analysis and determination of not less than seventy-five (75) plants. The grouping of plants according to their natural affinities, the study of relationships by a comparison of orders, and other details of classification are pursued as far as the time allotted to the subject allows.

Advanced Botany.—This is an elective course of 20 weeks, including something of special morphology, and the distribution of plants, plant physiology and studies in Algæ and Fungi.

The Herbarium contains about 3,000 plants. The Cellular Cryptogams are represented by several hundred mosses, some lichens and hepaticæ, and a few marine algæ; the Vascular Cryptogams by most of the genera of North American ferns and lycopods. Of the Phanerogams, 544 genera distributed through 102 families, are represented. Of 533 genera enumerated in the Michigan Flora, the herbarium contains 393; of 1668 species, 926.

Nearly a thousand specimens have been added the past year. Acknowledgments are due to E. L. Hankenson of Newark, N. Y., for a fine collection of plants including a set of the *Salicaceæ* of

western New York; to Prof. John Macoun, Government Botanist of Canada, for a collection of ferns from various parts of the Dominion; to Prof. H. D. Thompson of Ypsilanti, for several rare Michigan plants; to Parke, Davis & Co., of Detroit, for a valuable package of exotic plants, and to the Agricultural College for a collection of several hundred grasses and sedges.

The Department has also a collection of woods representing most of the forest trees of Michigan, and many southern and western species.

Physiology. Teachers' Review.—This course pre-supposes a fair knowledge of the general subject of Physiology and also of Biology, Physics and elementary Psychology. Anatomy is studied from the skeleton, manikin, and special models; physiology as presented in the light of recent research and discovery. Those aspects of Hygiene are emphasized which relate to the conditions of school life. The subject of general sanitary arrangements is followed by studies which deal with the relation between intellectual activity and the physical organism, the influence of mental states upon nutrition, the conditions under which mental labor is pursued with ease and profit, and other topics which have to do with the adaptation of school regulations to the physical welfare of the child. In this part of the course the work is conducted by means of library references, discussions and essays. In the subject of infectious diseases use is made of the most recent literature available, and the classes are supplied with charts and statistics by the State Board of Health.

Geography and Drawing.

GEOGRAPHY.

1. *Teachers' Review.*—It is considered that the students in this class have a thorough acquaintance with the principal geographic facts and phenomena, and all efforts are expended upon marshaling these into harmony with each other; the investigation of their causes and the searching out of their mutual dependencies.

Where authorities differ in their interpretation of causes or where more than one theory is advanced to account for the same phenomenon (as in the case of the tides or the movement of the

glaciers) the several most prominent theories advanced are examined and discussed and the students led to see why the one most generally accepted is so accepted by scientific people.

The work begins with a brief study of the earth in its relation to the planetary system as an element of that system. This is followed by a study of the earth as a unit; its position, form, size, and movements, with their several effects. A study of the threefold covering of the earth succeeds this. The atmosphere with its constant and variable winds; the water with its waves, tides, and currents and their results in influencing commerce, civilization, and political boundaries; its aerial circulation from ocean to ocean, passing through the several forms of vapor, dew, rain, snow, hail, springs, brooks, rivers, lakes, underground streams, and all the accompanying effects of earth sculpture; the land for the general laws of the contour and relief of the earth's surface, and a more special study of the contour, relief, and climate of the continental masses in their relation to the inhabitants, and the determining influence which such natural agencies exert over the physical condition, occupation, civilization, social and religious institutions of these inhabitants. This action of nature upon man is supplemented by a study of man's reaction upon nature and the influence which he has exerted to modify the earth's surface.

2. *Lectures in Physical Geography.*—Opportunity is afforded all students desiring to take more advanced work in geography to elect a ten weeks' lecture course in physical geography.

3. *Professional Work.*—During the fourth five weeks of each semester a course in methods of teaching geography is given, including a detailed outline of a course in geography for the ordinary graded school. In this class model lessons are given by the students to pupils from the practice school. The purpose of these lessons is to afford opportunity to observe the methods employed in actual operation, the observation of good methods used by the pupil teaching and the criticism of the poor ones.

4. *Maps and Models.*—The facilities furnished students in this department for a successful and intelligent prosecution of their work are the best that can be supplied; prominent among them may be mentioned the large line of reference books in the library, to which constant additions are being made, a number of the maps published

by the U. S. Coast Survey, the Kiepert, Supan, Haardt, and the Bamberg; physical maps, individual globes for the use of the students, and a complete set of relief models showing typical stages in earth sculpture.

DRAWING.

The work in drawing is distributed into four courses:

1. *Elementary.*—In the elementary classes all work is done with the pencil and from the object. The maturity of the pupils admits of the introduction of shade and shadow from the first lesson, so no time is lost in the delineation of mere form. The first ten weeks are spent in the drawing of type solids individually and in groups; and in the development, by question and answer, of the principles which govern the representation of the appearance of form, and of shade, shadows and reflections. The remaining ten weeks of the course is devoted to the drawing of natural objects and drapery and out-of-door sketching.

Members of this class are given opportunity to observe and offer suggestions upon the work of their fellows, in the capacity of temporary instructors.

Daily talks of five minutes in length relating to art, are given in each elementary class. It has been found possible in this way to give the students, during the twenty weeks, a fair knowledge of the history of art.

2. *Advanced.*—In the advanced class the same line of work is followed as in the Elementary class, except that the crayon is used instead of the pencil and more out-of-door sketching is done.

3. *Blackboard Illustrative Sketching.*—For all students electing drawing a ten weeks' course in blackboard illustrative sketching in light and shade, is given. The instruction in this course is designed especially to give teachers the power to put freely upon the board such illustrations as will serve them in their general teaching.

The ability to illustrate lessons in number, language, reading and elementary science in the primary grades, and history, geography, botany and zoology in the grammar grades is now being largely recognized as part of the necessary equipment of an expert teacher, and it is to meet this real need that the course has been established.

4. *Professional Work.*—For those students desiring to make preparation to teach Drawing in the public schools an elective ten weeks' course in methods of teaching drawing is offered.

The methods given are, in general based on the "New White Course in Art Instruction" which is in use in the practice school, although all of the other standard systems are examined and the pupils made familiar with them. The course consists of a critical study of the pedagogical principles underlying instruction in form study and drawing, with an analysis of the various divisions of the subject for their proper proportion in the school course and their related order of sequence.

It is believed that the method material provided for the inspection and use of this class is more complete than can be found in any other Normal School in the United States. It was prepared after plans furnished by and largely under the personal supervision of the head of the department and is a complete working out, to the minutest detail, of all work, so far as it can be shown, required from a pupil in a nine years' course in Drawing.

It is so arranged as to show at a glance:

a. The work of each grade for the year.

b. The development through the nine years of any one division of the subject, as, e. g. working-drawings, or historic ornament, and.

c. In every year's work the natural outgrowth of each division of the subject from the preceding one, and their mutual interdependence.

In addition to an observation of this work, and a discussion of the principles underlying instruction in its several divisions, the students taking this course are required to make from the object and according to the principles of graphic art, every drawing here shown.

Members of the senior class teach drawing in the Practice School under the supervision of the head of the department.

5. *Models and Casts.*—In addition to the method material mentioned above, this department is furnished with a very complete set of models and casts. The models are in the main wooden forms for use in the first ten weeks of the elementary drawing. The casts show natural and conventionalized leaf forms, geometric forms in

full or half relief, typical historic ornaments used by the six great schools, the five orders of architecture, details of the human form, etc.

6. *Lectures.*—Lectures are given by the head of the department every second and fourth Saturdays of each month, upon some geographical or art topic. The lectures for the following year are:

a. GEOGRAPHY:

1. Ritter.
2. Humboldt.
3. The Mountain.
4. The North American Indian.
5. The European and Asiatic Peninsulas.
6. The Extinct Races and Their Geographical Location.
7. The Geographical Development of Art.
8. The Modern Idea of Geography.

b. ART:

1. Michael Angelo.
2. The Development of Ornament.
3. Titian.
4. Architecture.
5. Leornardo da Vinci.
6. Sculpture.
7. Jean Francois Millet.
8. Painting.

Music Course.

Elements of Music.—The class in Elements of Music takes up the subject from the beginning. Breathing and correct use of the voice in singing and speaking are first taught, followed by ear and eye training. Pitch perception and the appreciation of tone lengths, the scale and tone relations as found in Intervals are taught by imitation, thus preparing the mind for sight-reading and singing from notes, figures and letters. Methods of teaching music in the public schools are constantly given throughout the course (twenty weeks).

Advanced Vocal Music and Methods.—This class is designed to supplement the work of the first twenty weeks. Theory of Music is given, including major and minor and chromatic scales, Intervals completed, analysis of simple forms, writing of chords, cadences,

and exercises suited to all grades. Methods of Teaching, and use of charts and books of special value, and how to use them in class work. Solfeggi, chants, hymn tunes, glees and songs are practiced during this semester, (twenty weeks.)

Harmony.—The work in Harmony begins by learning how to recognize Intervals and chords by ear, and by playing them on the piano. Harmonizing melodies with the three principal triads, and introduction of chords through the ear concept, and by playing and writing them. Practical use of each new chord formation, as well as theoretical study of the subject. Modulation and chord relations are treated at length. (One year, forty weeks.)

Counterpoint.—Simple Counterpoint in two, three and four parts in the five species. Exercises in singing, writing and playing. (One year, forty weeks.)

Musical Form and Composition.—Musical Form. Construction of melodies. Analyzation of different compositions, as the song, sonata, symphony, oratorio and opera. Including more advanced Harmony. (Forty weeks.)

Voice Study and Singing.—The Cultivation of the Voice and the Study of Singing is continued throughout the entire course, in classes, unless students prefer instrumental music, standings in which will be accepted in place of singing. (Four semesters.)

History and Literature of Music.—Origin of Music. Greek and Egyptian Music, and the old Greek scales. The chorale, opera, oratorio, songs, and first compositions for instruments. Study of the different Schools of Music, with biographies of the Great Masters, ancient and modern. General History of Music, and of musical instruments. Famous artists and teachers. (One semester.)

Instrumental Music.—For full particulars see circulars of the Normal Conservatory of Music. Pupils who are competent will have an opportunity to play accompaniments for both solos and choruses, and to play at recitals. Standings will be accepted for study of violin, 'cello, piano and organ.

The Normal Choir.—This large chorus meets daily for one-half hour rehearsals, and during part of the year one evening each week. A special vocal drill is given, and the preparation of music for the various public exercises of the school, and for concerts, constitute the work of the year. Students can thus continue their practice

of singing, and pursue the study of standard selections of music without interfering with other interests.

Conductors' Class.—Advanced students will be appointed as conductors, and afterwards they will have the advantage of conducting the chorus.

TEXT BOOKS.

Pease's Singing Book,	Frederic H. Pease.
Harmony,	Büssler, Emery, Goodrich, Richter.
Voice Culture,	Marchesi, Vaccai, Bordogni, Brizzi.
Composition,	Cornell, Büssler, Stainer.
Counterpoint,	Büssler, Bridge and Richter.
History,	Langhans, Mathews, Filmore.

Kindergarten Department.

A Kindergarten course is established to meet the demand for Kindergartners, and for primary teachers who have some knowledge of Kindergarten methods.

The course consists of :

a. Lectures on the Kindergarten principles and the philosophy of the gifts and occupations, followed by the preparation of theses, abstracts and original work, by the students.

b. Exercises in the use of the gifts and occupations, both as employed in the Kindergarten and as adapted to the work of primary grades. These exercises include block-building, tablets, sticks, rings, perforating, sewing, weaving, coloring, paper-folding, paper-cutting and pasting, and clay modeling.

c. Practice in the circle work and games of the Kindergarten.

d. The consideration of such special subjects connected with the work as: First steps in music, color work in Kindergarten and primary school, the relation between color and sound, the connection between Kindergarten and primary work, etc.

e. Practice teaching in the Kindergarten and primary grade.

Students in this course must possess certain powers and characteristics essential to the right carrying out of the spirit of the work. A flexible body, good speaking voice, ability to sing simple tunes correctly, and such knowledge of piano-forte playing as is re-

quired to render the songs and marches of the Kindergarten, are essentials for graduation. A sincere and earnest interest in child-life and child nature can alone lead to success in this work. Sympathy with children, devotion to the task of rightly unfolding the powers of head, hand and heart into a harmonious whole, and a power to grasp general pedagogic truths and to become imbued with the spirit of the Froebelian philosophy, are necessary qualifications for this course.

It is strongly urged that students bring to this work the largest possible culture and academic training.

Candidates in this course must be excellent in English, and before entering upon practice teaching, must have the same knowledge of Psychology and Methods of Teaching as is required of students in other courses. To gain the full benefit of this instruction it should in all cases be associated with practice; and students not in this course who elect this study are urged to spend ten weeks of their practice, teaching in the Kindergarten.

SPECIAL REFERENCE BOOKS.

Mother Play,	Froebel.
Education of Man,	Froebel.
Symbolic Education,	Susan E. Blow.
Child and Child Nature,	Baroness von Marenholz Bülow.
A Study of Child Nature,	Elizabeth Harrison.
Kindergarten and Child Culture Papers,	Barnard.
The Senses and the Will,	Preyer.
The Development of the Intellect,	Preyer.
The Place of the Story in Early Education,	Sara E. Wiltse.
Suggestions for Instruction in Color,	Prang Ed. Company.
The Kindergarten Magazine.	

Physical Training.

The courses at present offered by this department have for their object,—1st, the improvement of the physical condition of students; 2d, the preparation of teachers to conduct this branch successfully in the public schools. It is hoped, in the near future, to so enlarge and enrich the course as to equip special teachers of physical training.

The work designated Physical Training I, II, III, and IV, is a

continuous course of practice and instruction in the gymnasium. It includes: 1st, exercises adapted to the grades of the public schools; 2d, systematic work with all the common forms of light apparatus, such as bells, wands, clubs, etc.; 3d, use of chest weights and other special developing machines; 4th, tactics and exercises combined with marching; 5th, graded work on stationary apparatus. Any term of this purely practice work in its order may be taken as a fifth subject, with the expectation that students will be able to do even more work in other departments with, than without it. Special suits and shoes are necessary for this work, the entire outfit costing about $5. This apparent extra charge is more than balanced by saving of wear and tear of more expensive clothing.

Applied Anatomy.—This subject, pursued for ten weeks, includes the anatomy, physiology, and mechanics involved in exercise; correction of physical defects by exercise, and other questions of personal hygiene closely connected with health and physical training. The method used will combine text, lecture, and library work.

Methods of Teaching.—A five weeks' professional course, comprising the physical characterstics and growth of children, physical examinations, history and systems of Physical Education, arrangement of lessons, and management of classes.

Penmanship and Bookkeeping.

PENMANSHIP.

Pen-and-Ink Practice.—Seven of the ten weeks allotted to this subject are given to practice with pen and ink in the acquirement of a free, easy style of writing for the student's own use, and to methods of teaching penmanship to pupils of graded and ungraded schools. Special attention is paid to materials, position, movement, and form.

Blackboard Practice.—The remaining three weeks of the term are devoted to practice on the blackboard, attention being given especially to the position at the board and the manner of holding and using the crayon in making light and shaded strokes. Rapidity and legibility are the essential points aimed at.

BOOKKEEPING.

This subject is taught entirely without textbook, the aim being to give to the student a knowledge of business as well as of accounts, by actual practice in such transactions as most commonly come up in daily life, and at the same time so fix the principles in his mind that he can teach bookkeeping with some degree of intelligence. The following is an outline of his first work:

Upon being given a certain capital in school currency with which to do business, he is taught how to fill out a deposit ticket, which, with his currency, he takes to the teacher's desk, representing a bank, and makes his first deposit, receiving a pass book, with the amount to his credit, and a check book, by means of which he will make all payments during his continuance in business. He rents a desk from the teacher, paying the rent by check, which he is taught how to fill out. He then opens a set of books, making proper entries for his investment and desk rent, and establishes himself as a general merchant in the retail trade. He buys and sells goods on three, six and nine days' time, makes and receives payment by check or note, as the case may be; has notes discounted; becomes familiar with indorsements; takes off trial balances and statements; in short acquires a good general knowledge of double entry book-keeping and business transactions.

Course for College Graduates.

This course remains practically unchanged. It is open to all persons holding an academic degree from the University of Michigan, or from any reputable incorporated college. It leads to a life certificate valid throughout the schools of Michigan, and entitles the holder to the degree of Bachelor of Pedagogics. Provided that the academic work done in college and upon which standings are asked shall be found equivalent to the requirements made of Normal students for the same degree. Provided also, that the applicant has shown by examination or otherwise that he has thorough knowledge of the common branches as follows:

Spelling and orthoepy, grammar, geography, arithmetic, History of the United States, civil government and physiology and

hygiene, so far as they have reference to the effects of narcotics and stimulants upon the human system.

All work must be done in residence.

The subjects included in the course are as follows·

1. Applied Psychology. 20 w.
2. Method in Common Branches. 20 w.
3. Method in Secondary Branches. 20 w.
4. History of Education. 10 w.
5. Practice Teaching and Supervision. 20 w.

The Library.

Now more than in the past any institution of learning requires an equipment. The multiplication of the sciences has brought the laboratory into prominence. The accumulations of knowledge make libraries a necessity. The modern extension of the inductive method furnishes the occasion for an intimate study of nature on hitherto neglected sides. Museums are enlarged, and apparatus invented and employed, and experiments carried on in new lines and to other ends. The conception of education as individual, has duplicated illustrative devices and so, vastly increased scientific and literary and historical collections. For such reasons there are demanded duplicate volumes in the library, departmental libraries in the same school, duplicate specimens of stones and plants and animal forms, duplicate machines and instruments in biology and physics and chemistry.

Indeed to the degree that these requirements hold in any school for culture, they are felt with greater intensity in a school such as ours. Teachers in their training have a right to see the teaching process at its best. Hence the call for the best laboratories for elementary studies, the best illustrative collection in museum and herbarium, the best, the most wisely selected, if not the largest, collection of illustrative literature. Next to a body of masterful teachers, these appliances are of most importance.

Much is yet to be desired in the way of laboratories and libraries. Though as must appear from accompanying statements, the Michigan Normal School has a fairly satisfactory equipment, in most lines.

The Library contains over 14,000 volumes, so carefully selected, with especial reference to the needs of the school, that the number alone gives no adequate conception of the working capacity. It is free to all students of the Institution, and though strictly speaking, it is a reference library, certain books may be taken out under restrictions.

The Library is open during semester time on all school days from 7:45 a. m. until 5 p. m. In vacation it is open four hours daily, except Sunday.

The books are classified according to departmental work, and are arranged in alcoves, separated by a railing from the reading-room, which is provided with chairs and tables to accommodate ninety readers, a number quite inadequate to the demand.

In cases, outside the railing, free of access to all, are the encyclopedias, dictionaries, atlases, general reference works and current periodicals. A classed-card catalogue, Poole's Index to Periodicals, the "A. L. A." index, and other helps, make the whole Library readily accessible, while the Librarian and assistants are always at hand to help students in the selection and use of the books.

In October the Librarian gives a series of talks to the new students on the use of the Library, and in the Spring semester a course of lectures on Bibliography, including practical instruction in the selection, ordering, accessioning and cataloguing of public school libraries.

Students, preference being given to Seniors, have the opportunity of assisting in the Library. Free access to the shelves is given to these assistants, who usually work during ten weeks for an hour a day. Over fifty students have the advantage of this privilege during the year, thus gaining a more familiar acquaintance with books and Library methods. Others may consult the books on the shelves with the permission of the Librarian.

Special care and attention have been given to the selection of the books, numbering about 1,000, in the Pedagogical Department. These cover the History of Education and Educational Systems; Methods of Instruction; School Organization, Government, Discipline, and Hygiene; The Kindergarten, etc., etc. Many of the books are bought in duplicate, and copies are transferred from the Library, as needed, to the Kindergarten and to the several Grades in

the Training School, thus allowing the critic teachers a more direct supervision of the professional reading of the pupil teachers.

The following is a partial list of the books so transferred, and employed as collateral reading:

Elements of General Method,	McMurry.
On Teaching,	Calderwood.
Essentials of Method,	DeGarmo.
Courses and Methods,	Prince.
Outlines of Pedagogics,	Rein.
School Management,	White.
Let Him First be a Man,	Venable.
Pot of Green Feathers,	Rooper.
Study of Child Nature,	Harrison.
Child and Child Nature,	Baroness von Bülow.
Mother Play,	Froebel.
Education of Man,	Froebel.
Philosophy of Education,	Rosenkranz.
Kindergarten and Child Culture,	Barnard.
Lectures to Kindergartners,	Peabody.
In the Child World,	Poulsson.
Development of the Intellect,	Preyer.
Senses and Will,	Preyer.
Leonard and Gertrude,	Pestalozzi.
Evolution of Dodd,	Smith.
Art of Questioning,	Fitch.
Art of Securing Attention,	Fitch.
Unconscious Tuition,	Huntington.
European Schools,	Klemm.
Nature Studies,	Jackman.
Brooks and Brook Basins,	Frye.
Child and Nature,	Frye.
Physical Training,	Morris.
How to Study and Teach Geography,	Parker.
Methods and Aids in Geography,	King.
Topics in Geography,	Nichols.

Besides the main Library the Training School Library contains eight hundred volumes, used in supplementary study, and as a circulating library for the Grades. The principal good juvenile magazines also are on file in the Grade rooms.

Below is given a list of periodicals on file in the Reading Room. As fast as the volumes are completed they are bound and properly classed. Complete sets of nearly all are in the Library:

American Journal of Philology.
American Journal of Psychology.
American Meteorological Journal.
American Naturalist.
Astronomy and Astro-Physics.
Atlantic Monthly.
Blackwood.
Botanical Gazette.
Catholic World.
Century Magazine.
Chemical News.
Contemporary Review.
Classical Review.
Detroit Free Press.
Edinburgh Review.
Education.
Educational Review.
Fortnightly Review.
Forum.
Gartenlaube.
Goldwaithe's Geographical Magazine.
Harper's Monthly.
Harper's Weekly.
Humanistische Gymnasium.
Inlander.
Insect Life.
Journal of Education.
Kindergarten Magazine.
Lehrproben and Lehrgange.
Library Journal.
Literary News.
Littell's Living Age.
London Journal of Education.
Magazine of American History.
Microscope.
Moderator.
Modern Language Notes.
Music.
Musical Record.
Nation.
National Geographical Magazine.
Nature.
Normal News.
North American Review.
Nineteenth Century.
New York Tribune.
Official Gazette.
Outing.
Pedagogische Zeitung.
Pedagogium.
Pedagogical Seminary.
Philosophical Review.
Physical Education.
Popular Science Monthly.
Review of Reviews.
Revue Pedagogique.
Revue International de l'Enseignment.
School Review.
Science.
Scientific American.
Supplement to Scientific American.
Scribner's Magazine.
Teacher's World.

Besides these there are the following Department Libraries, to which additions are constantly being made: In English, 400 volumes, representing every important period; in Ancient Classics, 130 volumes; in Modern Classics, chiefly of German, 250 volumes; in Mathematics, 50 volumes; in Biology, 175 volumes; in Pedagogy, 150 volumes, and in History, 250.

These are all included in the regular Library Accession Book, and are simply transferred, a few as needed; for the most part permanently. Most of the books in foreign text are in their respective departments.

In addition to the usual equipment of maps, charts and globes,

of Natural History and anatomatical specimens and simple apparatus the school has been well provided with general and special library references.

The Library belonging to the Training School proper contains about 700 volumes, and is entirely distinct from the General Library. The principal departments are Science, Biography and History, Travels, Poetry, and Fiction, having more than a hundred volumes each. Most of these books may be loaned for home reading; many are used for class references. Of dictionaries and references suited to children there are twenty-five volumes.

For supplementary reading there are four sets each of First, Second and Third Readers (two dozen in each set); one set each of Nature Readers—1, 2, and 3; a dozen-and-a-half each of "Julius Cæsar" and "The Ancient Mariner;" and two dozen each of the following that are much used by both teachers and pupils:

1. Stories of Heroic Deeds.
2. Book of Cats and Dogs.
3. Friends in Feathers and Fur.
4. Neighbors With Wings and Fins.
5. Stories of Our Country.
6. Golden Book of Choice Readings.
7. Easy Steps.

The Normal Conservatory of Music.

The regular twenty weeks' course in Vocal Music (which includes Elements of Music, Sight Reading and Methods of Teaching), is sufficiently extended and thorough to prepare teachers to give the elementary instruction usually required in this subject in the public schools. The Course in Music (see Conspectus of Courses) offers opportunities for those who wish to specialize in this direction to make still further advancement, without cost for tuition. To this point free musical instruction is offered in regular Normal School classes. There is, however, a considerable demand for teachers expert with some musical instrument, and of still more advanced acquirements in Vocal Music. Such students, who desire to continue the study of Vocal Music, or to learn Instrumental Music, are also provided for at the Conservatory, but such instruction must be paid for by the pupil receiving it. For the purpose of meeting the needs of such, four Conservatory Courses are prescribed.

Still another class of students desire individual lessons for the voice or upon some instrument, but do not wish to follow a definite and extended course. The needs of these are also provided for, and their special musical instruction is at their own cost. The terms for individual lessons and the requirements of the Conservatory Courses are given in a circular, which will be mailed upon request made to Frederic H. Pease, Director. Instrumental Music is accepted as a regular study in the Music Course. (See Conspectus of Courses.)

All students in the Conservatory are required to pay the regular entrance fee of five dollars at the beginning of each semester.

The list on page 116 shows the names of those taking special private instruction in music in the Conservatory. The names of those who are engaged in the regular Normal Music Course are indicated in the general catalogue of names headed "Names of Students." Many students not in the Special Music Course, pursue Voice Culture, Harmony, History and Literature of Music, etc., in the regular Normal classes. These are not separately catalogued

The Training School.

The Training School is established and maintained in connection with the Normal School for the purpose of furnishing opportunities for observation and practice-teaching to Normal School students, under the supervision of its Director assisted by a corps of eight model and critic teachers and a kindergartner. It includes in its organization an eight-grade school of 300 pupils, and a kindergarten of 40 children. The course of study embraces the subjects and the amount of work required in the corresponding grades of the best public schools.

TEXT-BOOKS USED IN THE TRAINING SCHOOL.

Arithmetic, - - - - - - - - Wentworth.
Algebra, - - - - - - - - - ———
Geometry, - - - - - - - - ———
Language, - - - - Barnes, Swinton, Reed and Kellogg.
Reading—Modern School, Appletons', Barnes, Swinton, Normal, Harper's, Nature Readers, Standard Supplementary, Appleton's Historical and Natural History Series, English Classics, etc.
Geography, - - - - - - - Appleton, Our World.
United States History, - - - - - - - - Higginson.
Penmanship, - - - - - - - Cleary Manual.
Dictionary, - - - - - - - - - Webster.
Physiology and Hygiene, - - - Kellogg, Smith, Martin.
Music, - - - - Whiting, National Musical Course, Pease.
Drawing, - - - - - - - - - White.
Latin—Jones's First Lessons. Harkness's Grammar, D'Ooge's Colloquia Latina.
German, - - - - - - - - - ———

COURSE OF STUDY—GENERAL STATEMENT.

The work of the Kindergarten corresponds to that usually done in such schools; it is, however, conducted chiefly with reference to the primary grades, in which the methods of the Kindergarten are continued so far as they are properly applicable.

In the four Primary Grades the work of instruction includes such information studies as are suited to the maturity and intelli-

gence of the children, and the elements of formal knowledge as instruments of learning.

Nature study, governed somewhat by the seasons, is made the basis of the information lessons. Children are led by accurate observing to definite concepts and clear thinking. Expression of ideas follows, and is necessitated by, the possession of ideas; and modes of expression, as modeling, drawing, speaking, writing, reading, etc., are thus directly related to thinking.

Numbers and number work grow out of the consideration of objects and form.

The facts and ideas derived from nature studies are treated in their relations to man, and there is thus introduced the humanistic element which develops into history and literature.

Music and physical culture are regular exercises.

In the four Grammar Grades, nature study is continued under the name of Elementary Science. Topics are treated more fully and systematically, and classification is given more attention.

History and literature assume more prominence and have greater relative importance than in the primary grades.

The geography work is related to history.

The reading grows out of history and literature and the work in science.

The mathematical work is connected somewhat with science and geography and the affairs of everyday life. Arithmetic is continued as a regular study to the seventh grade where it largely gives way to elementary algebra and constructive geometry.

Both oral and written forms of language are made a feature of all subjects, and technical grammar is taught in the upper grades.

Drawing and writing are continued as modes of expression.

Music and physical culture receive attention in all these grades.

Names of Students.

First Year and Ninth Grade.

NAME.	COURSE.	RESIDENCE.
Avery, Nellie B.	9th Grade	Stony Creek.
Allen, Fannie Irene	Sh. Ger.	Tipton.
Andrews, Elizabeth	Eng. Ger.	Disco.
Avery, Lulu N.	5 yr. Cer.	Wacousta.
Atkins, Edith Irene	Lit. Sci.	Petoskey.
Atchison, Fred Emil	5 yr. Cer.	Salem.
Atchison, Myron Erwin	5 yr. Cer.	Salem.
Allison, Clara Janet	An. Cl.	Saginaw, W. S.
Augustine, Robertson	5 yr. Cer.	Ypsilanti.
Ayres, Louisa Maude	Music	Ypsilanti.
Bauer, C. D.	Music	Hastings.
Ball, Jessie	5 yr. Cer.	Detroit.
Bray, Bert H.	5 yr. Cer.	Ypsilanti.
Bacon, Almeda Laura	5 yr. Cer.	Ula.
Bassett, Emma Vie	5 yr. Cer.	Novi.
Branneck, Bert	9th Grade	Thayer.
Barrenger, Edna	9th Grade	Kalamazoo.
Bellamy, Mary A.	Kindergarten	Pulaski.
Berringer, Iola E.	5 yr. Cer.	Watervleit.
Benton, Joseph E.	5 yr. Cer.	Lambertville.
Benedict, Olive S.	Lit. Sci.	Ypsilanti.
Benson, Edwin C. C.	Sh. Ger.	Perry.
Bertram, Gustave	Eng. Ger.	Ypsilanti.
Becker, Henry Alvah	Sci.	Bridgewater.
Bell, Alvah Raymond	Sci.	Fairport.
Brearly, Jennie L.	5 yr. Cer.	Gregory.
Beveridge, Belle	5 yr. Cer.	St. Ignace.
Bright, Catharine Mary	5 yr. Cer.	Michigamme.
Brown, William Lorenzo	An. Cl.	Ypsilanti.
Bogart, Lula V. S.	5 yr. Cer.	Wixom.
Bowen, May S.	Lit.	Battle Creek.
Boyden, Ralph W.	5 yr. Cer.	Saline.

NAME.	COURSE.	RESIDENCE.
Bowdish, Grace	Eng. Ger.	Ypsilanti.
Bowdish, Inez	Eng. Ger.	Ypsilanti.
Boone, Mable G.	9th Grade	Ypsilanti.
Boutell, Horace S.	Eng. Lat.	Ypsilanti.
Bond, Charity Amy	An. Cl.	London.
Boyd, Mrs. Celia	Eng.	Michigamme.
Boone, Cheshire	Special	Ypsilanti.
Boyd, Nettie M.	5 yr. Cer.	Tipton.
Brooks, Beryl	9th Grade	Wixom.
Brown, Herman L.	5 yr. Cer.	St. Joseph, Ind.
Borton, Fannie J.	5 yr. Cer.	Flint.
Brown, Ada M.	5 yr. Cer.	Flushing.
Burgess, William	9th Grade	Seward, O.
Burke, Annie	9th Grade	Emery.
Burdick, Theron D.	Eng. Lat.	Crawford.
Butterfield, Nona	Sh. Ger.	Drummond.
Butler, Bertha	Lat. Ger.	Inkster.
Burke, Rose Ellen	9th Grade	Ann Arbor.
Bussey, Mamie A.	5 yr. Cer.	Salem.
Campbell, Mary A.	Eng. Lat.	Flint.
Charbonneau, Maggie	5 yr. Cer.	Ypsilanti.
Charbonneau, Anna M.	5 yr. Cer.	Ypsilanti.
Crane, May E.	Music	Flat Rock.
Casner, Mary	5 yr. Cer.	Gratton.
Chapman, Sarah A.	Kindergarten	Constantine.
Carpenter, Lida A.	Eng. Ger.	Ypsilanti.
Chase, Zada	Music	Otsego.
Camburn, Mrs. Carrie	Music	Ypsilanti.
Caleb, Elizabeth E.	Lat. Ger	Albion.
Carney, Mary	5 yr. Cer.	Schoolcraft.
Chamberlain, Claudian	9th Grade	Waltz.
Clark, Esther M.	Eng. Ger.	St. Johns.
Chapin, Mary C.	5 yr. Cer.	Owosso.
Clinton, Helen	Eng. Ger.	Pinckney.
Clinton, Jennie	Eng. Ger.	Pinckney.
Cliffe, George I.	5 yr. Cer.	Carson City.
Clinton, Sylvester	5 yr. Cer.	Greenfield.
Clinton, Clara G.	5 yr. Cer.	Greenfield.
Cimmer, Alice M.	5 yr. Cer.	Highland.
Conklin, Flora B.	Lit. Sci.	Springport.
Cross, Genevieve	Eng. Ger.	Romulus.
Cooley, Mabel	9th Grade	Ceresco.
Cowan, Alexander	5 yr. Cer.	North Street.
Conrad, Kirk Hugh	9th Grade	Wacousta.

NAME.	COURSE.	RESIDENCE.
Colwell, Lida Mae	Kindergarten	Norway.
Conley, John F.	5 yr. Cer.	Dexter.
Cross, Irving	Eng. Ger.	Romulus.
Cowan, Edith Edna	9th Grade	Gratton.
Cole, Delbert	9th Grade	Ypsilanti.
Corkins, John C.	5 yr. Cer.	Rawsonville.
Conklin, Julia M.	5 yr. Cer.	Manchester.
Crosby, Flora Nina	9th Grade	Novi.
Cobb, Elizabeth Dean	9th Grade	Frederic.
Cross, Alice Cornelia	9th Grade	Ypsilanti.
Cobb, Myron	5 yr. Cer.	Ypsilanti.
Curtis, Loie	5 yr. Cer.	Commerce.
Curtis, Meda G.	Lat. Ger.	Hudsonville.
Cummings, Mary E.	9th Grade	Glen Harbor.
Curtis, Nora Edith	Lat. Ger.	West Campbell.
Cushing, Laverne O.	9th Grade	Dexter.
Cushing, Frances Mae	5 yr. Cer.	Dexter.
Cundiff, Effie	Lat. Ger.	Ypsilanti.
Darling, Anna J.	5 yr. Cer.	Commerce.
Dann, Mary	5 yr. Cer.	Millett.
Dailey, Frank	9th Grade.	Ypsilanti.
Dawson, Jean	Mod. Cl.	East Dayton.
Davis, Nannie	Lit. Sci.	Washington.
Davis, Sarah	9th Grade	Ida.
Draper, Mrs. Elsie Dean	Lit. Sci.	Ypsilanti.
Dart, Lizzie	5 yr. Cer.	Pontiac.
Davis, Minnie Belle	5 yr. Cer.	Ypsilanti.
De Pew, Cora Estelle	5 yr. Cer.	Plymouth.
De Pew, Edna Dora	Lat. Ger.	Plymouth.
De Long, Harriet S.	Eng. Lat.	Leland.
Derbyshire, Olive	5 yr. Cer.	Ypsilanti.
Diller, Henry	9th Grade	Ypsilanti.
Doane, Webb Dudley	9th Grade	Ypsilanti.
Dodds, Hiram	Lat. Ger.	North Branch.
Downing, Mary Grace	9th Grade	Romulus.
Donovan, Frank	5 yr. Cer.	Emery.
Dohany, M. Theresa	5 yr. Cer.	Southfield.
Dunn, Frank M.	5 yr. Cer.	Somerset.
Dunford, Mae E.	9th Grade	Long Rapids.
Everett, Henry L.	9th Grade	Ypsilanti.
Everett, Clara L.	9th Grade	Ypsilanti.
Elwell, Adelina R.	Lat. Ger.	Standish.
Elliott, Elva	9th Grade	Ypsilanti.
Elliott, Ina Chloe	9th Grade	Ypsilanti.

NAME.	COURSE.	RESIDENCE
Ellis, Frank	Music	Ypsilanti.
Elkins, Belle	5 yr. Cer.	Gratton.
Fanning, Claude	9th Grade	Ceresco.
Fanning, Zella M.	9th Grade	Ceresco.
Failor, John W.	Sci.	Quincy.
Fellows, Anna M.	5 yr. Cer.	Saline.
Frey, Amelia.	Mod. Cr.	Bedford.
Fisher, Edward E.	Lit.	Redford.
Field, Charles	Music	Beech.
French, Anna D.	Kindergarten	Elsie.
Flint, Maude A.	5 yr. Cer.	Novi.
Foley, May	9th Grade	Ypsilanti.
Forman, Gertrude	9th Grade	Ypsilanti.
Foley, Joseph C.	9th Grade	Ypsilanti.
Forbes, Marion G.	9th Grade	Fenton.
Gates, Clara	Lit.	Galesburg.
Glass, Denton	9th Grade	Denton.
Garner, Lizzie	5 yr. Cer.	White Lake.
Gates, Harriet Jennette	5 yr. Cer.	Liberty.
Gates, Winifred	5 yr. Cer.	Liberty.
Gareissen, Isabel W.	9th Grade	Galveston, Tex.
Gareissen, Marie L.	9th Grade	Galveston, Tex.
George, Austin, Jr.	Lat. Ger.	Ypsilanti.
Greenaway, Flora S.	Lat. Ger.	Fowlerville.
Gilbert, Emma C.	Eng. Lat.	Memphis.
Gilbert, Lilie	Sh. Ger.	Memphis.
Gillett, Minnie A.	Eng. Ger.	Big Beaver.
Gill, Joseph E.	9th Grade	Ypsilanti.
Grozinger, Emma K.	5 yr. Cer.	Woodland.
Goodrich, Lillian	9th Grade	Grand Haven.
Goodrich, Ralph D.	Sci.	Ypsilanti.
Goodrich, Francis L. D.	Mod. Cl.	Ypsilanti.
Gordon, Julia A.	Sh. Ger.	Salem.
Hay, Cora	Music	Ypsilanti.
Hathaway, Mae	Eng. Lat.	Blissfield.
Harding, Sadie	9th Grade	Ypsilanti.
Hayden, Gertrude L.	9th Grade	Coldwater.
Hawley, Theo	5 yr. Cer.	Lyons.
Hanna, Mary Belle	Lat. Ger.	Birmingham.
Harvey, Mabel	5 yr. Cer.	Roots.
†Harper, Lucy A.	Sh. Ger.	Ceresco.
Havens, Carrie M.	Lit. Sci.	Fitchburg.

† Deceased.

NAME.	COURSE.	RESIDENCE.
Hanson, Myron E.	5 yr. Cer.	Cass City.
Hertig, Mrs. Marion W.	Special	Union City.
Hesse, Nina May	Sci.	Napoleon.
Herndon, Grace	Special	Virginia City, Nev.
Hendrie, Christina	Eng. Ger.	Montague.
Hill, Theodore B.	5 yr. Cer.	Saline.
Hixson, Alice May	9th Grade	Ypsilanti.
Hitchcox, Ethel	5 yr. Cer.	Union.
Hilton, Mrs. Clara	9th Grade	Whiteford Center.
Hilton, Stella Kate	5 yr. Cer.	Erie.
Hollis, Eva Elsa	5 yr. Cer.	Ypsilanti.
Howard, B. Adna	Lit.	Webber, Ks.
Howard, Nina	9th Grade	Ypsilanti.
Howard, Effie C.	5 yr. Cer.	Lawrence.
Horton, Helen E.	9th Grade	Detroit.
Hoey, Joanna	9th Grade	Dexter.
Horner, Stella A.	9th Grade	Ypsilanti.
Horn, Mary	Lit. Sci.	Imlay City.
Hungerford, Mary G.	Music.	Lester.
Hungerford, Bertha E.	Lit.	Lester.
Hungerford, Virgil	5 yr. Cer.	Lester.
Hunt, Mattie W.	5 yr. Cer.	Haslett Park.
Hutchinson, Ernest M.	5 yr. Cer.	Millbrook.
Hyder, Fred M.	5 yr. Cer.	Plainwell.
Irish, Mrs. Lizzie	9th Grade	Lansing.
Jenks, Hattie V.	9th Grade	Ypsilanti.
Jerrells, Ora B.	5 yr. Cer.	Hudson.
Jones, Florence M.	Lit.	Battle Creek.
Jordan, Belle C.	Eng. Lat.	Atlas.
Johnson, Alice E.	Mod. Cl.	Ypsilanti.
Johnson, Laverne	5 yr. Cer.	Milan.
Kammer, Henry W.	9th Grade	Casco.
Kane, Clara M.	Kindergarten	Hudson.
Kennedy, Belle	5 yr. Cer.	Detroit.
Kent, Mary Ellen	Sh. Ger.	Kalamazoo.
Kemberling, Wesley C.	9th Grade	Monroe.
Keith, Julia	9th Grade	Commerce.
Kinney, George E.	5 yr. Cer.	W. Toledo, O.
Kitchen, Ella May	Music	Davison.
Kring, Albert H.	5 yr. Cer.	Monroe.
Kirby, Gertrude Hope	Music	Silver Star, Mont.
Kinne, Edmund	Lat. Ger.	Ypsilanti.
Knowles, Clara Etta	5 yr. Cer.	Moorland.
Kurtz, Ella May	9th Grade	Columbiaville.

NAME.	COURSE.	RESIDENCE.
Krumbeck, Rose Lena	5 yr. Cer.	Williamston.
Lawrence, J. Don	5 yr. Cer.	Ypsilanti.
La Rowe, Pina	Lat. Ger.	Webberville.
Lambert, Bella M.	9th Grade	Webberville.
Laing, Alice E.	Lit.	Mt. Morris.
Lawton, Belle	Music	Ypsilanti.
Lareva, Mary	5 yr. Cer.	Hesperia.
Lamb, Clara	5 yr. Cer.	Rollin.
Lemm, John	Sci.	Grass Lake.
Lewis, Claude	Sci.	Ypsilanti.
Le Furge, Cora	9th Grade	Ypsilanti.
Lovewell, Lucia A.	Sh. Ger.	South Lyon.
Loveland, Grace A.	9th Grade	Milan.
Lockwood, Edith A.	5 yr. Cer.	Clyde.
Mashat, Louisa B.	5 yr. Cer.	Ypsilanti.
Martin, William P.	9th Grade	Ypsilanti.
Maynard, Grace	9th Grade	Ypsilanti.
McArthur, Martha A.	5 yr. Cer.	Cass City.
Maguire, Joanna	5 yr. Cer.	Ypsilanti.
Maegle, Wilhelmina	9th Grade	Ypsilanti.
McGee, Cora M.	5 yr. Cer.	Brooklyn.
Meade, Joseph A.	5 yr. Cer.	Ann Arbor.
Miller, Sara Lodema	Music	Ypsilanti.
Mitchell, Jennie M.	5 yr. Cer.	Union City.
Miller, Edward	5 yr. Cer.	Macon.
Miner, Mrs. Minnie	9th Grade	St. Ignace.
McDonough, Mary Jane	5 yr. Cer.	Ypsilanti.
McDonald, Frank R.	5 yr. Cer.	Detroit.
Morris, Jennie M.	Music	Romulus.
Moore, Ella J.	5 yr. Cer.	Ypsilanti.
Moe, Bertha	Music	Smyrna.
McDonough, Rose	9th Grade	Ypsilanti.
McDonough, Maude	9th Grade	Ypsilanti.
Moore, Bertha E.	Lit.	Urania.
Morse, Anna	Mod. Cl.	St. Clair.
Moyer, Elam W.	9th Grade	Samaria.
Moyer, Lucy S.	5 yr. Cer.	Samaria.
McDougall, Andrew	9th Grade	Ypsilanti.
Morton, Flora	5 yr. Cer.	Bonney.
McCullough, Harvey V.	5 yr. Cer.	Commerce.
Murray, Edwin S.	9th Grade	Ypsilanti.
Murray, Alice	5 yr. Cer.	Forester.
McQuillan, Florence	Eng. Lat.	Lyons.
Nash, Lena L.	Lit. Sci.	Sparta.

NAME.	COURSE.	RESIDENCE.
Nelson, Eugene H.	5 yr. Cer.	Salem.
Nelson, Chas. M.	Eng. Ger.	Salem.
Nickerson, Stella	Kindergarten	Pentwater.
Niles, May	9th Grade	North Farmington.
North, Leon L.	5 yr. Cer.	Somerset Centre.
Ostrander, Sayre H.	Sh. Ger.	London.
O'Brien, Minnie	9th Grade	Emery.
O'Brien, Frances	Lit. Sci.	Kalamazoo.
Osborn, Bessie B.	9th Grade	Tekonsha.
Osborn, Loie M.	9th Grade	Tekonsha.
Parshall, Pearl	5 yr. Cer.	Hartland.
Parish, Ella May	Lit. Sci.	Flat Rock.
Parmelee, Edward Henry	9th Grade	Ypsilanti.
Pattee, John J.	5 yr. Cer.	Bridgeport.
Pattee, Hattie E.	5 yr. Cer.	Bridgeport.
Pennell, Jessie	Kindergarten	Northville.
Pennell, Helen I.	Lit. Sci.	Northville.
Preston, Ernest	5 yr. Cer.	Millbrook.
Prindle, Jane May	5 yr. Cer.	Charlotte.
Porter, Susie May	Lit.	Walled Lake.
Quackenbush, Kate A.	5 yr. Cer.	West Branch.
Quackenbush, Edith A.	5 yr. Cer.	Dixboro.
Redner, Mabel L.	5 yr. Cer.	Ypsilanti.
Replogle, Ida B.	Lit. Sci.	St. Johns.
Reed, Irene	9th Grade	Grand Ledge.
Richards, Maud	Lit.	Moscow.
Rourke, Johanna C.	Eng. Lat.	Hancock.
Robison, Walter A.	9th Grade	Ypsilanti.
Rhodes, Kittie	Lat. Ger.	Ypsilanti.
Rose, Maude	9th Grade	Ypsilanti.
Robbins, Leafy Leona	9th Grade	Constantine.
Robbins, Loren M.	9th Grade	Constantine.
Robinson, Alfred S.	5 yr. Cer.	Clifford.
Stanbro, Lewis	9th Grade	Salem.
Swaine, Jessie C.	9th Grade	Ypsilanti.
Sayles, Mattie	9th Grade	Milan.
Stapish, Matie C.	9th Grade	Chelsea.
Schall, Eleanor	Kindergarten	Marcellus.
Schaeffer, Lenna	9th Grade	Ypsilanti.
Stahl, Florence	9th Grade	Liberty.
Spaulding, Mina J.	5 yr. Cer.	Shaftsburg.
Shaw, Frances A.	9th Grade	Azalia.
Strang, Eugene.	Sci.	Ypsilanti.
Samson, Chas. E., Jr.	9th Grade	Ypsilanti.

NAME.	COURSE.	RESIDENCE.
Sangree, Etta	5 yr. Cer.	York.
Stevens, Adah M.	Lit.	Devereaux.
Sherrod, Addie May	Lat. Ger.	Paw Paw.
Sherwood, Maude A.	Kindergarten	Plymouth.
Seymour, Glen L.	Eng. Lat.	Ypsilanti.
Selleck, Judson F.	Lit. Sci.	West Bay City.
Speese, Sara Ellen	5 yr. Cer.	Mottville.
Sweet, Chas. S.	Music	Ypsilanti.
Sherwood, Louisa M.	5 yr. Cer.	Ypsilanti.
Sweeney, Rose	5 yr. Cer.	Cheboygan.
Sipley, Ella H.	5 yr. Cer.	Marcellus.
Smith, Laura M.	5 yr. Cer.	Detroit.
Sines, Guerdon H.	5 yr. Cer.	Ypsilanti.
Snidecor, Fred. G.	Sci.	Ypsilanti.
Smith, Mildred S.	Eng. Ger.	Ypsilanti.
Smith, Lucy Arminta	5 yr. Cer.	Casnovia.
Smith, Claudia	9th Grade	Gaylord.
Shirkey, Clayton Geo.	Eng. Ger.	Memphis.
Soults, Hattie M.	Lat. Ger.	Royal Oak.
Scoville, Laura E.	Eng. Ger.	Ypsilanti.
Strong, Edward N.	An. Cl.	Osage City, Ks.
Scotney, May L.	Eng. Lat.	Ypsilanti.
Struble, Lena B.	5 yr. Cer.	Galesburg.
Snyder, Mrs. Clara F.	5 yr. Cer.	Au Train.
Thayer, Lillie J.	Sh. Ger.	West End.
Thayer, Grace C.	Lat. Ger.	Farmington.
Thayer, Anna W.	Eng. Lat.	Farmington.
Taylor, Allie G.	5 yr Cer	Clarkeston.
Tebbel, Avice May	Lit.	Lee's Corners.
Theisen, William	Sh. Ger.	Athlone.
Thorpe, Harriet S.	Lit.	Bennington.
Thompson, Fred E.	Eng. Lat	Reed City.
Tooze, Mrs. Emma L.	Eng. Ger	Bedford.
Townsend, Theo H.	Eng. Lat.	Wacousta.
Turner, Eugene	Lit. Sci.	Mich. Centre.
Tustison, Samuel	5 yr. Cer.	St. Joseph, Ind.
Tuttle, Wilber J	9th Grade	Ypsilanti.
Van Sickle, Harry	5 yr Cer.	Salem.
Van Norsdall, May	9th Grade	Fabius.
Van Buren, Della	5 yr. Cer.	Ypsilanti
Vorce, Ella M	Lit.	Rawsonville.
Vroman Maude C.	Lat. Cer.	Ypsilanti.
Ward, Edith Louisa	5 yr. Cer	Whitford Centre
Warner, Lillian L	5 yr Cer.	Traverse City.

NAME.	COURSE.	RESIDENCE.
Wallin, Maraquita	Music	Ypsilanti.
Warren, Ida A.	5 yr. Cer.	Phœnix, Ariz.
Watters, Benj. J.	Eng. Lat.	Marlette.
Watterbury, Asahel R.	Eng. Lat.	Quincy.
Webb, Dora	9th Grade	Paw Paw.
Weippert, Minnie	Lit. Sci.	Munith.
Weaver, Theodore	5 yr. Cer.	Burnside.
Weston, Lizzie	5 yr. Cer.	Plank Road.
Weeks, Allie E.	Lat. Ger.	Leslie.
Welch, Gertrude	Eng. Lat.	Lacota.
Winterbottom, Ella E.	5 yr. Cer.	Port Hope.
Whitcomb, Lemley	5 yr. Cer.	Ypsilanti.
Whitlock, Etola	5 yr. Cer.	Portland.
Wright, Laura	5 yr. Cer.	Lee's Corners.
White, Mary L.	5 yr. Cer.	Litchfield.
Wilcox, Hattie	Eng. Ger.	Belleville.
Wilson, Ebin	Eng. Lat.	Merrill.
White, Jennie Belle	5 yr. Cer.	Ypsilanti.
Wisner, Carl Victor	Lit.	Tecumseh.
Wright, Garrett O.	5 yr. Cer.	Ypsilanti
Willett, Adah Honor	5 yr. Cer.	Ypsilanti.
White, Minor E.	9th Grade	Ypsilanti.
Woodruff, John B.	An. Cl.	Detroit.
Woodruff, Harry J.	Eng. Lat.	Montgomery.
Wolff, Mary Catharine	5 yr. Cer.	Ashland Centre.
Yeckley, Adam Lee	5 yr. Cer.	Rawsonville.

Second Year.

The names of students taking the short courses prescribed for graduates of approved High Schools are marked thus *.

Alban, Martha Maria	Music	Willis.
Andrews, Merlah	5 yr. Cer.	Pontiac.
Andrews, Mollie P.	5 yr. Cer.	Pontiac.
Babbitt, Nancy P.	Mod. Cl.	Ypsilanti.
Barnum, Edna G.	5 yr. Cer.	Ypsilanti.
Banks, Della	5 yr. Cer.	Novi.
Baker, Georgian	5 yr. Cer.	Ridgeway.
Baker, Jessie Maria	Eng. Ger.	Springport.
Ball, Alice Helen	Lat. Ger.	Hamburg.

NAME.	COURSE.	RESIDENCE.
Bauer, Mollie M.	Sh. Ger.	Athens.
Batt, Katharine	5 yr. Cer.	Tekonsha.
Benson, Earl F.	Lit. Sci.	North Adams.
Bennett, Verne S.	Sci.	Fenton.
Biesky, Augusta	Lat. Ger.	Adair.
Brooks, S. Jennie	Sh. Ger.	Republic.
Brockway, Benj. W.	5 yr. Cer.	South Allen.
Brockway, Mrs. Inez	5 yr. Cer.	South Allen.
Brown, Forest B. H.	Lat. Ger.	Ypsilanti.
Brown, Flora Belle	Eng. Ger.	Belleville.
Browne, George E.	Sci.	Greenfield.
Bowe, Lizzie J.	Sh. Ger.	Watervleit.
Brondige, John E.	5 yr. Cer.	Davisburgh.
Brooks, M. La Vange	5 yr. Cer.	Hart.
Buck, Charlotte	5 yr. Cer.	Ypsilanti.
Burnett, Phœbe	5 yr. Cer.	Duncan.
Burdick, Orion Lewis	Lat. Ger.	Crawford.
Bunton, Lora May	5 yr. Cer.	Ypsilanti.
Campbell, Jennie L.	5 yr. Cer.	Manchester.
Clark, Virginia G.	5 yr. Cer.	Brooklyn.
Crawford David J.	5 yr. Cer.	Grant Station.
Carter, Alice May	5 yr. Cer.	Ashland Center.
Carey, Wm. D.	5 yr. Cer.	Falcon.
Cleveland, Julia Arlene	5 yr. Cer.	Coldwater.
Cleveland, Grace A.	5 yr. Cer.	Coldwater.
Clinton, John	5 yr. Cer.	Greenfield.
Childs, A. Winifred	Mod. Cl.	Whittaker.
Crittenden, Mary Alice	5 yr. Cer.	Ypsilanti.
Coates, John F.	Sci.	Battle Creek.
Coverdale, Geo. H.	Eng. Lat.	Mayville.
Cromie, Mary Belle	5 yr. Cer.	Ypsilanti.
Cooley, George D.	5 yr. Cer.	Ceresco.
Crosby, Bertha I.	5 yr. Cer.	Novi.
Cunningham, Florence	5 yr. Cer.	Hamburg.
Crysler, Mary E.	5 yr. Cer.	West Sumpter.
Drake, Theodore F.	Sci.	North Farmington.
Davis, Deland A.	Sci.	Climax.
Devero, Wm. C.	5 yr. Cer.	Pinckney.
Dexter, Annis C.	5 yr. Cer.	Ypsilanti.
Delaforce, Nellie M.	Latin Ger.	Milan.
Diller, Horace S.	Eng. Ger.	Ypsilanti.
Diller, Herbert M.	5 yr. Cer.	Ypsilanti.
Dunning, Edna A.	5 yr. Cer.	Beech.
Duckering, Ina J.	5 yr. Cer.	Highland Station.

NAME.	COURSE.	RESIDENCE.
Ellsworth, Daniel	5 yr. Cer.	Ypsilanti.
Farnham, Jennie Belle	Music	Ypsilanti.
Farmer, Arthur E.	5 yr. Cer.	Pontiac.
Ferguson, Elbert W.	Eng. Lat.	Ypsilanti.
Fisk, Marion J.	5 yr. Cer.	Ypsilanti.
Fox, Georgia Etta	Lat. Ger.	Ovid.
Foley, Jessie C. H.	Kindergarten	Ypsilanti.
Fuller, William C.	5 yr. Cer.	Milan.
Galbraith, John C.	Sci.	Port Huron.
Gareissen, Mrs. Oscar	Special.	Ypsilanti.
Graham, Belle Gladys	Sci.	Douglas.
Gardner, Ella M.	5 yr. Cer.	Ypsilanti.
Greenfield, Frank W.	5 yr. Cer.	Church's Corners.
Gill, George	Sci.	Ypsilanti.
Gurd, Edith May	5 yr. Cer.	Ypsilanti.
Gunn, Nora	5 yr. Cer.	Charlotte.
Hardy, Olive Louella	5 yr. Cer.	Ypsilanti,
Hall, Carrie Louise	Lat. Ger.	Sand Beach.
Hall, Nellie Hattie	Lat. Ger.	Sand Beach.
Hanford, May Evelyn	5 yr. Cer.	Plymouth.
Hay, Caroline	Lat. Ger.	Ypsilanti.
Haner, Edna H.	Eng. Lat.	Rockford.
Halsted, James B.	Sci.	Farmington.
Hamlin, Fred F.	Eng. Ger.	Duffield.
Haight, Effie	Lit.	Milan.
Hemingway, Ada G.	Lit. Sci.	Hadley.
Hill, Ada Benton	Kindergarten	Saline.
Howard, Jerome W.	Eng. Lat.	Lansing.
Howard, Olive	Sh. Ger.	Webber, Ks.
Holmes, Bertha A.	5 yr. Cer.	Caseville.
Howard, Myrtis A.	5 yr. Cer.	Ovid.
Jensen, Joseph	Sci.	Paronaw, Utah.
Johnson, Elva L.	Kindergarten	Athens.
Kelly, Daniel	5 yr. Cer.	Ubly.
Kelly, Joseph	5 yr. Cer.	Ubly.
Kelly, James E.	5 yr. Cer.	Toronto, Ont.
Kemp, Orval A.	An. Cl.	Union City.
Kemp, Vernon	Lat. Ger.	Union City.
Kore, Grace A.	5 yr. Cer.	Hadley.
Lathers, Adelbert E.	Eng. Lat.	Inkster.
Lamb, Perry C.	5 yr. Cer.	Novi.
Lawton, Chas.	5 yr. Cer.	Dexter.
Lawrence, Hattie K.	Sh. Ger.	Ypsilanti.
Loomis, Chester Brown,	Mod. Cl.	Ypsilanti.

NAME.	COURSE.	RESIDENCE.
Louden, Alice M.	Music	Ypsilanti.
Mc Tavish, Catharine M.	Sci.	Saginaw. W. S.
Marvin, Arthur	5 yr. Cer.	Azalia.
Malcolm, Susie J.	5 yr. Cer.	Commerce.
Mellencamp, Frank J.	Sh. Ger.	Grass Lake.
McGee, Anna M.	5 yr. Cer.	Brooklyn.
Mead, Eleanor B.	5 yr. Cer.	Tecumseh.
Metcalf, Mrs. Jennie A.	Lit.	Ubley.
Mines, Grace Estelle	5 yr. Cer.	Nunica.
McDiarmid, Lester	Lit. Sci.	Bowne.
McDiarmid, Warren L.	Lit. Sci.	Bowne.
Minard, Frances E.	5 yr. Cer.	Rawsonville.
Milner, Lou M.	5 yr. Cer.	Stockbridge.
McCormick, Minnie K.	5 yr. Cer.	Charlotte.
Morris, Mila Edith	Kindergarten	Romulus.
Morgan, Minnie E.	5 yr. Cer.	Ypsilanti.
Norton, Raymond	Eng. Lat.	Vicksburg.
Owen, Mary Alma	Kindergarten	Bellevue.
Olcott, Emma L.	5 yr. Cer.	Ypsilanti.
Osborne, Viola J.	Lit. Sci.	Concord.
Patterson, Jennie B.	5 yr. Cer.	Cascade.
Pierce, Ida	5 yr. Cer.	Ceresco.
Pickett, Grace N.	5 yr. Cer.	Leslie.
Price, Almeda M.	Sci.	Springport
Pomeroy, Louise	Music	Ypsilanti.
Raymond, Samuel W.	Lit. Sci.	Jasper.
Rankin, Julia	Lat. Ger.	St. Clair.
Reinl, Allie E.	5 yr. Cer.	Ypsilanti.
Remington, Mae Ellen	Kindergarten	Ypsilanti.
Richardson, Anna A.	5 yr. Cer.	Bradley.
Rowe, Anna Russell	5 yr. Cer.	Rawsonville.
Rhodes, Ernest D.	Lit. Sci.	Saline.
Rowley, Ray D. W.	Eng. Lat.	Cedar Rapids, Ia.
Straight, Henry E.	Lit. Sci.	Coldwater.
Sands, Effie	Kindergarten	Ypsilanti.
Stewart, Nellie	5 yr. Cer.	Ypsilanti.
Severance, Clara C.	5 yr. Cer.	South Lyon.
Schermerhorn, Lizzie	Mod. Cl.	Reading.
Spears, Ida May	5 yr. Cer.	Azalia.
Stephenson, Georgia A.	5 yr. Cer.	Ypsilanti.
Steves, George H.	Eng. Lat.	Brooklyn.
Stewart, Thos. E.	Lit. Sci.	Lansing.
Sterling. Katharine M.	Lat. Ger.	Ludington.
Smith, Alberta A.	5 yr. Cer.	Ypsilanti.

NAME.	COURSE.	RESIDENCE.
Snidecor, Jennie	5 yr. Cer.	Ypsilanti.
Smith, Nellie M.	5 yr. Cer.	Eagle Harbor.
Sinclair, Frank E.	Lit. Sci.	Burnside.
Smith, Gertrude	Eng. Lat.	Lawton.
Sisson, Perry L.	5 yr. Cer.	Imlay City.
Skinner, Alice	Kindergarten	Maple Rapids.
Smith, Ada Belle	5 yr. Cer.	Mosherville.
Stoddard, Adah J.	Eng. Ger.	Litchfield.
Spokes, Agnes M.	5 yr. Cer.	Norvell.
Stokes, Belle	5 yr. Cer.	Mulliken.
Stumpenhusen, Alma V.	Sh. Ger.	Ypsilanti.
Schuman, Mary W.	5 yr. Cer. and Kg.	Greenville.
Tripp, Ada Belle	5 yr. Cer.	Commerce.
Tooker, Herbert C.	Eng. Lat.	Bath.
Tooze, Fred J.	Eng. Lat.	Bedford.
Thorp, Ira G.	Lit. Sci.	Hamilton.
Tuttle, Laura Helen	Mod. Cl.	Ypsilanti.
Trump, Minnie Belle	5 yr. Cer.	Coldwater.
Urban, Adelaide J.	Lit. Sci.	Blissfield.
Van Cleve, Nathaniel W.	Lit.	Ypsilanti.
Van Dusen, Janet Young	Sci.	Ypsilanti.
Warner, George Gill	5 yr. Cer.	Ypsilanti.
Warner, Alice Anne	Sci.	Lee's Corners.
Wallace, Henry M.	5 yr. Cer.	Hartland.
Waterbury, Chas. E.	5 yr. Cer.	Quincy.
Watson, Dwight G.	5 yr. Cer.	Lacota.
Welch, Edgar G.	Lit. Sci.	Clare.
Wilkinson, Mary L.	5 yr. Cer.	South Lyon.
Whitbeck, Albert	Eng. Ger.	Battle Creek.
Wimer, Ida May	5 yr. Cer.	Coldwater.
Zimmerman Bessie	Eng. Ger.	Three Oaks.
Ziegler, George	Lit.	Greenfield.

Third Year.

The names of students taking the short courses prescribed for graduates of approved High Schools are marked thus *.

Adams, Bertha M.*	5 yr. Cer.	Rochester.
Adams, Lottie Maude	Sh. Ger.	South Lyon.
Andrews, Euretta*	5 yr. Cer.	Bismark.

NAME.	COURSE.	RESIDENCE.
Allison, Agnes E.*	Lit.	Albion.
Aldrich, Helen F.*	5 yr. Cer.	Ludington.
Armstrong, Edwin T.	5 yr. Cer.	Adrian.
Augustine, Lottie O. H.	Lit. Sci.	Ypsilanti.
Brakeman, Nannie C.*	Kindergarten	St. Clair.
Bailey, Mary M.*	5 yr. Cer.	Lansing.
Barnes, Mrs. Edith M.	Lit.	Rochester.
Blair, Bertha L.	5 yr. Cer.	Napoleon.
Bartlett, Julia Phœbe*	5 yr. Cer.	Sand Beach.
Bartlett, Lucy Amanda*	Kindergarten	Sand Beach.
Barker, Hattie*	5 yr. Cer.	Sand Lake.
Benedict, Ada M.*	Eng. Ger.	Wacousta.
Beardslee, Mary L.*	Kindergarten	Birmingham.
Beach, Thirza	Lit. Sci.	Smith Creek.
Berry, Phy*	Lit. Sci.	Quincy.
Bentley, Amy S.	5 yr. Cer.	Eaton Rapids.
Bentley, Ada E.	5 yr. Cer.	Eaton Rapids.
Bissell, Maude	5 yr. Cer.	Lakeview.
Bibbins, Carrie E.	Lit. Sci.	Whittaker.
Briggs, Ethelyn Almira*	Sci.	Eagle.
Brooks, Marion A.*	Kindergarten	Plainwell.
Brown, Mary E.	Lit.	Port Huron.
Brown, Susie A.	Lit.	Port Huron.
Brown, Nellie A.	Lit,	Port Huron.
Broad, Edith C.	Eng. Lat.	Ishpeming.
Brown, Blanche T.	Mod. Cl.	Lapeer.
Burgess, Oriella*	5 yr. Cer.	St. Louis.
Burt, Bertha B.	5 yr. Cer.	Concord.
Buell, Flora C.*	Kindergarten	Ann Arbor.
Buck, Helena H.*	Kindergarten	Charlotte.
Bunn, Sophie*	5 yr. Cer.	Cadillac.
Chapman, Washington H.	Sci.	Rockwood.
Crane, Edith May,	5 yr. Cer.	Shepardsville.
Carpenter, Mary B.*	Lat. Ger.	Kalamazoo.
Caldwell, Myrtie Ethelyn*	Kindergarten	Schoolcraft.
Clark, Sereno Burton*	Lat. Ger.	Union City.
Carleton, Ivah May*	Kindergarten	St. Clair.
Chamberlain, Serena I.*	Sci.	Boise City, Idaho.
Case, Edith Marie*	Kindergarten	Manchester.
Clark, Louise*	Kindergarten	Three Rivers.
Clark, Irving A.*	Sci.	Corey.
Cleaver, George*	5 yr. Cer.	Caro.
Crippen, Carrie M.	Music	Ypsilanti.
Cookingham, DeLette*	5 yr. Cer.	Ypsilanti.

NAME.	COURSE.	RESIDENCE.
Comstock, Emilie	Lat. Ger.	Ypsilanti.
Cook, Byron M.	Lit.	Ypsilanti.
Cook, Moreland	5 yr. Cer.	Ypsilanti.
Cromie, Margaret	Eng. Fr.	Ypsilanti.
Cole, Ira Arnold*	Sci.	South Grand Rapids.
Cochrane, Mary Edith*	5 yr. Cer.	Rea.
Colby, Rose	5 yr. Cer.	Ypsilanti.
Cooper, Mrs. Elsie E.*	Lat. Ger.	Port Huron.
Cogshall, Chas. H.	Lit. Sci.	Sparta.
Collins, Estelle*	5 yr. Cer.	Ypsilanti.
Cusick, Eunice E.*	5 yr. Cer.	Jackson.
DeVee, Mrs. Adaliza*	Kindergarten	London.
Deane, Julia Agnes*	5 yr. Cer.	Oak Grove.
Delaforce, Annie E.	Lit. Sci.	Milan.
Dimmick, Mary E.*	Kindergarten	East Tawas.
Diller, Harriet	Lat. Ger.	Ypsilanti.
Dodge, Alice M.	Mod. Cl.	Republic.
Drumm, Grace*	5 yr. Cer.	Union City.
Dunham, Katherine E.	Lit.	St. Joseph.
Evans, Francis L.	5 yr. Cer.	Ypsilanti.
Edwards, George Anna*	Lit. Sci.	Lake Linden.
Eldred. Edith May	5 yr. Cer.	Quincy,
Exelby, Elmer W.	5 yr. Cer.	Deerfield.
Ellis, Rosetta	Eng. Ger.	Ypsilanti.
Ellsworth, Florence M.	Eng. Ger.	Ypsilanti.
Franklin, Eva*	5 yr. Cer.	Wyandotte.
Farnam, Florence A.*	5 yr. Cer.	Sand Lake.
†Featherston, George P.	5 yr. Cer.	Constantine.
French, Frank M.*	5 yr. Cer.	Constantine.
Finley, Bertha V.*	Kindergarten	Grand Ridge, Ill.
Fuller, Anna Jessie	Kindergarten	Midland.
Gasser, Caroline*	Kindergarten	Calumet.
Ganiard, George E.	An. Cl.	Concord.
Galusha, Abbie Irene*	5 yr. Cer.	Galesburg.
Gardner, Mary E.	Mod. Cl.	Ypsilanti.
Green, Clarence W.	An. Cl.	Hadley.
Geoghan, Blanche	Eng. Ger.	Ypsilanti.
Green, Wm. Austin,	5 yr. Cer.	Belleville.
George, Hattie Louise	Lat. Ger.	Ypsilanti.
Gierst, Charlotte*	Kindergarten	Fremont.
Gilbert, Evelyn*	5 yr. Cer.	St. Clair.
Griswold, Frances M.*	Kindergarten	Ovid.

† Deceased.

NAME.	COURSE.	RESIDENCE.
Grigsby, Orrell*	Lit.	Allegan.
Gower, John Bertram	Lit Sci.	Armada.
Gould, R. Raymond N.	Eng. Lat.	Carson City.
Gordon, Donald C.	5 yr. Cer.	Ypsilanti.
Godfrey, Kate*	Eng. Ger.	Jonesville.
Hamlin, Alice L.*	Kindergarten	Albion.
Hayner, Earl*	Sci.	Ypsilanti.
Hanaford, Adaline*	Kindergarten	St. Clair.
Hadlow, Nettie*	5 yr. Cer.	Benton Harbor.
Hawkins, Nellie*	Lit. Sci.	Oscoda.
Haddrell, Mattie*	5 yr. Cer.	Pontiac.
Harrington, Eugene	Eng. Lat.	Blissfield.
Harding, Louise	Lat. Ger.	Hillsdale.
Hall, Edward John	Sci.	Central Mine.
Heron, Alice Isabel*	Lit. Sci.	Boise City, Idaho.
Hendershott, Ella Pearl*	Eng. Lat.	Irving.
Hills, Mary L. B.	5 yr. Cer.	Battle Creek.
Howard, Benj. F.	5 yr. Cer.	Ypsilanti.
Hollace, Mary Ella*	5 yr. Cer.	Hancock.
Hoch, Helen,*	Lat. Ger.	Michigan City, Ind.
Houck, Hessie M.*	Kindergarten	Albion.
Hopkins, Frances E.*	5 yr. Cer.	Ludington.
Hurd, Mary Virginia*	5 yr. Cer.	Saline.
Huyck, Sara Edna*	Lit.	Decatur.
Hughes, Mary C.*	Lit. Sci.	Calumet.
Hyder, Alice*	5 yr. Cer.	Plainwell.
Isaacsen, A. Lizzie*	5 yr. Cer.	Hancock.
Ives, Fannie Sophia*	5 yr. Cer.	Galesburg.
Krental, Christian M.*	5 yr. Cer.	Meridian.
Krental, Adorf B.*	5 yr. Cer.	Meridian.
Krenerick, Mary E.*	Kindergarten	Albion.
Kelly, Margaret J.	5 yr. Cer.	Ubly.
Kidder, Carrie Belle	5 yr. Cer.	Reading.
Kimmell, Wm. L.	Sci.	Ypsilanti.
Kirker, Martha Rose	5 yr. Cer.	Hartwellville.
Kropscott, Grace	Eng. Lat.	Overisel.
Langley, Jessie Pearl*	Lit.	Mason.
Lacey, Winifred V.*	Kindergarten	Ishpeming.
Lean, Nina*.	5 yr. Cer.	Calumet.
Lewis, Nina*	5 yr. Cer.	Benton Harbor.
Leins, Katharine*	Eng. Ger.	Hastings.
Leland, Joshua G.	5 yr. Cer.	Emery.
Livingston, Chas. D.	Lat. Ger.	Bowne.
Lockwood, Lamont	Sh. Ger.	Petersburg.

NAME.	COURSE.	RESIDENCE.
Loomis, Leonard S.*	An. Cl.	Union Home.
Loupee, Maude Irene*	5 yr. Cer.	Constantine.
Lowell, May Ina	5 yr. Cer.	Union City.
Mallison, Leona B.	5 yr. Cer.	Ferry.
Mallory, Dora M.	5 yr. Cer.	Blissfield.
Maybee, John W.	5 yr. Cer.	Lacota.
Mendelson, Etta D.*	Kindergarten	Ludington.
Mosher, Clare D.*	5 yr. Cer.	Centreville.
Moore, Harry E.	5 yr. Cer.	Ypsilanti.
McAlpine, Schuyler C.	An. Cl.	Dowagiac.
McKay, Julia A.	5 yr. Cer.	Carleton.
†McCaughna, Archibald T.	5 yr. Cer.	Byron.
McLaren, Janet Olivia	Lat. Ger.	Muskegon.
McClaskie, Carrie*	5 yr. Cer.	Lapeer.
McKenzie, Mary Viola	Lat. Ger.	Ludington.
McNicol, Jeanie	Lat. Ger.	Ypsilanti.
McDougall, Mary B.	5 yr. Cer.	Ypsilanti.
McDonald, E. Della	Lat. Ger.	Ypsilanti.
McDonald, Meda	Lit. Sci.	Ypsilanti.
McDonnell. Lizzie E.*	Sh. Ger.	Hancock.
McCullough, Lewis C.	Eng. Lat.	Duplain.
McCutcheon, Lillian*	Kindergarten	Marysville.
Nott, Nettie*	Kindergarten	Pontiac.
O'Neill, Elnora*	5 yr. Cer.	Dollar Bay.
Palmer, Nellie*	5 yr. Cer.	Milford.
Palmer, Lulu M.*	5 yr. Cer.	Union City.
Parker, Mary Addie*	Eng Ger.	Ypsilanti.
Parsons, Gertrude L.	Music	Ypsilanti.
Passage, Emily A.*	5 yr. Cer.	Kalamazoo.
Pickett, Lulu P.	Eng. Lat.	Leslie.
Pitts, George A.	Eng. Lat.	Rocktord.
Pomeroy, May E.*	Lit. Sci.	Armada.
Radford, Chas.	5 yr. Cer.	Dansville.
Resch, Edith*	An. Cl.	Charlotte.
Reed, Minnie A.*	Kindergarten	Northville.
Reed, Edith M.*	Kindergarten	Northville.
Riggs, Walter D.*	Lat. Ger.	Williamston.
Rogers, Wm. A.*	5 yr. Cer.	Battle Creek.
Ross, Mrs. Anabel H.	Kindergarten	Ypsilanti.
Rowley, Ruby E.	Lit. Sci.	Crystal Falls.
Robinson, Emma J.*	Lat. Ger.	Port Huron.
Rudesill. Hattie	5 yr. Cer.	Addison.
Russell, Mabel E.	Lit. Sci.	Milford.

† Deceased.

NAME.	COURSE.	RESIDENCE.
Straight, Eunice A.	Eng. Lat.	Coldwater.
Straight, Bertha H.	5 yr. Cer.	Coldwater.
Schaffer, Eva M.*	5 yr. Cer.	Saline.
Spangler, Lydia*	Lit. Sci.	East Berlin, Pa.
Saley, Jennie*	Lit. Sci.	Manchester.
Seaman, Mrs. Emily Edwards	5 yr. Cer.	Ashtabula, O.
Sweet, Rossman C.*	5 yr. Cer.	White Pigeon.
Stevens, Florence L.*	5 yr. Cer.	Portland.
Sherman, George E.	An. Cl.	Ypsilanti.
Sweeting, May L.*	5 yr. Cer.	Ypsilanti.
Schlee, Lillian	Eng. Ger.	Ann Arbor.
Springstead, Julia M.*	5 yr. Cer.	Grand Rapids.
Simmons, Carrie Belle*	5 yr. Cer.	New Haven.
Smith, Sarah E. R.*	5 yr. Cer.	Flint.
Smith, Grace Leona*	Lat. Ger.	Union City.
Sickler, Lena*	5 yr. Cer.	Schoolcraft.
Smith, Emma Lozette	5 yr. Cer.	Sylvania, O.
Smith, Nellie Edwina	An. Cl.	Ypsilanti.
Solomon, Minnie*	Lit. Sci	Charlotte.
Southgate, Mary F.	Eng. Lat.	Detroit.
Scott, Alice Mary*	Lat. Ger.	St. Joseph.
Stout, Mary Theresa*	Lit. Sci.	Adrian.
Smyth, Georgia A.*	5 yr. Cer.	Marshall.
Travis, Mary L.	Eng. Lat.	Climax.
Taylor, Bessie Viola*	Eng. Ger.	Ludington.
Taylor, Rose M.*	Lit. Sci.	Sands.
Taylor, Lillian*	Eng. Fr.	Sands.
Tretheway, Mabel	5 yr. Cer.	Norway.
Tripp, Nannette S.	5 yr. Cer.	Mason.
Trowbridge, Zelma	5 yr. Cer.	Benton Harbor.
Voorhies, Herbert Luther	5 yr. Cer.	Hartland.
Watkins, Laura*	5 yr. Cer.	Wyandotte.
Warner, Luna A.	5 yr. Cer.	Vermontville.
Warner, Martha M.	Lit. Sci.	Ypsilanti.
Waltz, Mabel	Eng. Ger.	Waltz.
Weir, Henrietta E.*	Lit.	Manchester.
Weed, Ethel	Eng. Lat.	Detroit.
Winters, Myron L.*	Lit. Sci.	Dundee.
Wilson, Angie*	Sci.	South Haven.
Wilbur, Bertram D.	Sh. Ger.	Ypsilanti.
Whitlock, Lucy E.*	5 yr. Cer.	Portland.
Whipple, Mabel F.	Lat. Ger.	Novi.
Williams, Daisy M.*	Lit.	Beacon.
Wooden, Aetna M.*	Kindergarten	Portland.

NAME.	COURSE.	RESIDENCE
Wortley, Myrtelle Dora*	5 yr. Cer.	Ypsilanti.
Young, Armena M.*	5 yr. Cer.	Dushville.

Fourth Year.

The names of students taking a short course prescribed for graduates of approved High Schools, are marked thus *.

Arms, Anna Viola	Sh. Ger.	South Lyon.
Bartlett, Jennie E.	Sh. Ger.	Dryden.
Barr, Carrie Belle.	Lit.	Ypsilanti.
Barber, Carrie	Eng. Lat.	Richland.
Babbitt, Alice Lavinia	Music	Ypsilanti.
Baker, Kate Inez*	Lit.	Wolf Creek.
Bradfield, George*	An. Cl.	Spring Arbor.
Bowers, Estella Irene	Lit. Sci.	Ypsilanti.
Bockheim, Carrie	Sh. Ger.	Detroit.
Brown, Alice L.	Sci.	Ypsilanti.
Clark, James E.	Eng. Lat.	Milan.
Campbell, Mary Belle	Eng. Ger.	Martin.
Conrad, Julia Stella	Lit.	Wacousta.
Drake, Bertha	Eng. Lat.	Weston.
Daley, Hiram C.	An. Cl.	Shepardsville.
Dean, Ralph Benedict*	Lit. Sci.	Vermontville.
Fraser, Maude*	Lit.	Ypsilanti.
French, Helen	Eng. Lat.	Cassopolis.
Foote, Jay B.	Sh. Ger.	Charlotte.
Gaw, Byrdie Anna*	Eng. Ger.	Union City.
Granville, Verona Ewen	Sh. Ger.	Benton Harbor.
Goodrich, Ernest Payson	Sci.	Ypsilanti.
Goodison, Bertha	Mod. Cl.	Ypsilanti.
Goss, Etta C.	Lit. Sci.	Otsego.
Hall, Minnie Olivia	Eng. Lat.	Duplain.
Healy, Mary A.*	Lit. Sci.	Hancock.
Hinckley, Cora	Lit. Sci.	Paw Paw.
Holmes, Estella	Lit.	Caseville.
Holmes, Marion*	Lit.	Ypsilanti.
Holbrook, Lemuel G.	An. Cl. Eng. Lat.	Duplain.
Hollister, Alice Maude	Lit. Sci.	Lake Linden
Hooper, Harriet*	Lit. Sci.	Caro.
Howlett, Bertrand J.	Lit. Sci.	Waterloo.
Holland, Rupert	Lit. Sci.	Seward, O.
Hunter, Irving Benj.	An. Cl.	Ypsilanti.

NAME.	COURSE.	RESIDENCE.
Hutson, Agnes Kay.*	Lit. Sci.	Calumet.
Hyser, Frank H.	Lit. Sci.	Austerlitz.
Jenks, Allie May*	Lit.	Sand Beach
Johnson, Henry Elmer	Sci.	Ypsilanti.
Kingsley, J. Rollin	Sci.	Milan.
Ludwig, Wm. A.	Eng. Lat.	Ypsilanti.
Mack, Amelia*	Eng Lat.	Niles.
Marble, Stella May*	Lat. Ger.	Marshall.
Miller, Agnes Christina	Eng. Lat.	Schoolcraft.
Miller, Henry C.	Sh. Ger.	Belleville.
Moss, Anna	Sh. Ger.	Mt. Pleasant.
Mc Cutcheon, Herbert E.	Eng. Lat.	Marysville.
Morse, John	Special	Caseville.
Norton, Chas. Hardy	Sci.	Hudson.
Orcutt, Rose Helena	Mod. Cl.	South Butler.
Palmer, Nellie A.*	Lit. Sci.	Grand Blanc.
Palmer, Dora*	Lit. Sci.	Grand Blanc.
Parsons, Sara Attillia	Lat. Ger.	Ypsilanti.
Post, Gardner A.	Lit. Sci.	Belmont.
Pomeroy, Esther Curtis	Lit. Sci.	Ypsilanti.
Putnam, William S.	Lit.	Ypsilanti.
Robbins, Amanda M.	Lit. Sci.	Ypsilanti.
Steele, Frank N.	Sci.	Farmington.
Sherwood, Lucy M.	Lit. Sci.	Bellevue.
Smith, Mabel Wiloughby	Lat. Ger.	Niles.
Smith, U. Adelaide*	Lit. Sci.	Flint.
Southgate, Helen A.*	Sci.	Detroit.
Sturgis, James Welling	Lat. Ger.	Ithaca.
Travis, Ora	An. Cl.	St. Johns.
Taggart, Mary Agnes	Lit.	Ionia.
Thomas, Christine*	Lit. Sci.	Hancock.
Vandeburg, Frank	Eng. Lat.	Walton.
Van Buren, Dennis C.	Lit. Sci.	Dexter.
Vogt, Fannie	Music	Richmond.
Waring, Chas. W.	Eng. Lat.	West Sebewa.
Weed, Millie Louisa	Eng. Lat.	Detroit.
Wilber, Minnie	Music	Ypsilanti.
Wilcox, Felix, Eugene	Eng. Lat.	Addison.
Whitehead, Richard Ayres	An. Cl.	Benton Harbor.

Post Graduates.

NAME.	COURSE.	RESIDENCE.
Andrews, Frank C.	Music	Coldwater.
Baxter, Carrie L.	Special	Ann Arbor.
Banks, Rush	Special	Novi.
Beeman, Edmund	Special	Waterloo.
Camp, Mary F.	Special	Ypsilanti.
Doane, Henry C.	Special	Ypsilanti.
Holbrook, Emma	Special	Ypsilanti.
Kishler, Eva	Drawing	Ypsilanti.
Langford, Theron S.	Special	Webberville.
Osband, Marna Ruth	Special	Ypsilanti.
Severance, Henry O.	Special	South Lyon.
Stephen, John W.	Special	Armada.
Stoffer, John Edward	Special	Williamston.
Thompson, May E.	Special	Union City.
Wigle, Mrs. Mary E. Holland	Special	Grand Rapids.

College Graduates.

Carter, Ruth	Hillsville, Va.
Flanegan, Oren Samuel	Allegan.
Holden, Perry Greel	Oviatt.
Holden, Burto Arnold	Oviatt.

List of Graduates, 1892-3.

Three Years' Courses.

FIVE YEARS' CERTIFICATE.

Allison, Jessie, Melvin.
Benson, Arthur F., Morrice.
Basney, Burton Eugene, Starrville.
Buerman, Eva Ella, Duplain.
Bartlett, Winifred Edith, Plymouth.
Bailey, Ella Melissa, Grand Rapids.
Coddington, Ralph Waldo, Union City.
Creagan, Anna Marie, Decatur.
Cole, Blanche Alene, Muir.
Chapel, Winnie May, Grand Blanc.
Canright, Alice Blanche, Joppa.
Cope, Franklin Lewis, Ypsilanti.
Case, Willis Elmer, York.
Dickerman, Anna Louise, Lansing.
Dean, Ralph Benedict, Vermontville.
Douglas, Lola Electa, Paw Paw.
Elwell, Effie Gene, Leonard.
Eadus, Lillian, Whitehall.
Erbelding, Elizabeth May, Marquette.
Gordon, Grant Worden, Bell Branch.
Gribble, Phoebe, Red Jacket.
Harris, Grace Louise, Cadillac.
Holland, Rupert, Seward, O.
Hyde, Mary Olevia, Coldwater.
Hall, Grace Sullivan, Union.
James, Jennie, Calumet.
Kelb, Susan, Union.
Kittell, Willet E., White Pigeon.
Loveland, Elwin Oscar, Milan.
Lappeus, Addie, Ypsilanti.
Loomis, Nellie May, Ypsilanti.
Lee, Cora May, Lowell.
Muenscher, Josephine Louise, Manistee.
Morse, John, Bay City.
Mackinder, Milo M., Dansville.
McKinley, Charles Robert, Centreville.
Marvin, Albert Charles, Azalia.
Norgate, Frances Alice, Duplain.
Post, Gardner A., Belmont.
Pickett, Mary Marie, Leslie.
Palmer, Dora Rebecca, Grand Blanc.
Palmer, Nellie Ann, Grand Blanc.
Rogers, Anna Augusta, Oscoda.
Sattler, Thomas Martin, Charlotte.
Smith, U. Adelaide, Flint.
Smith, Grace Alyce C., Grand Rapids.
Simpson, Mary A. Sheal, Grand Rapids.
Savage, Nettie M., Cassopolis.
Severance, Lucy, Novi.
Shaw, Inez Philena, Litchfield.
Sheeley, Mary Ellen, Climax.
Sturdevant, Minnie Lovica, Gd. Ledge.
Thompson, T. Letitia, Saranac.
Taggart, Mary Agnes, Ionia.
Tuttle, Lynn J., Ypsilanti.
Temple, Fern Frances, Tecumseh.
Ulrich, Mary Alice, Ceresco.
Vanneter, Merritt C., Williamston.
Wood, Charles Linnaeus, Quincy.
Wells, Jennie Angelina, Oak Grove.
Wood, Lizzie Meir, Sand Beach.
Winches, Grace G., Spring Arbor.
Wood, Mary Wilhelmina, Kg., Luther.
Walsh, Millie W., Bismark.

KINDERGARTEN COURSE.

Briggs, Nettie Belle, Vicksburg.
Glass, Ida Mae, Cadillac.
Haskins, Carrie Anabel, Bronson.
Hawley, Esther de Reimer, Oscoda.
Ives, Sarah Adelia, Coldwater.
Jackson, Alberta Eugenia, Greenland.
Kinsman, Minnie Vivian, Beacon.
Kerredge, May Marie, Hancock.
Metcalf, Nettie Victoria, Sand Hill.
McFetridge, Mary Eliza, Ida.
Owen, Anna Belle, Pontiac.
Pope, Elizabeth Ann, Calumet.
Pope, Louisa, Calumet.
Sherman, Mildred Amanda, Cassopolis.
Titus, Winnie Alma, Ypsilanti.
Vanneter, Pearl, Williamston.

Names of persons graduated in the Three Years' Courses during the progress of the School year, 1892-3:

Bates, Fronia, Kindergarten, Jackson.
Chaffin, Fannie, Five Year Certificate, Morrice.
Haines, Ida May, Kindergarten, Olivet.
Lownsbury, Nellie, Five Year Certificate, Ypsilanti.
Murdock, Albert H., Five Year Certificate, Berne.
Peterson, Josie, Five Year Certificate, Charlevoix.
Richart, Franc A., Five Year Certificate, Macon.
Ransom, Nina Lydia, Five Year Certificate, Jonesville.
Schwartz, Sophia, Kindergarten, Champion.
Tower, Ward, Five Year Certificate, Grandview.
Williams, Roy E., Five Year Certificate, Sturgis.

Four Years' Courses.

Angevine, Frank Eugene, Ancient Classical, Cadillac.
Adams, George Herbert, Latin German, Sault Ste. Marie.
Brown, Wells Goodhue, Shorter German, Breedsville.
Blue, Peter Breckenridge, Scientific, Ypsilanti.
Bennett, Philip Albert, English Latin, Norway.
Bellinger, Fred, Literary Scientific, Mt. Pleasant.
Briggs, Altavene May, Shorter German, Saline.
Beal, Minnie, Literary, Northville.
Buell, Bertha Grinnell, Literary, Ann Arbor.
Banks, Rush, Literary Scientific, Novi.
Cook, Clara M., Modern Classical, Cadillac.
Creasey, Frank Elmer, English Latin, Three Rivers.
Cramer, William Dickinson, Literary Scientific, Sparta.
Davis, Lucia Adell, Literary Scientific, Jackson.
George, Grace Annette, Latin German, Ypsilanti.
Green, Fred Warren, Literary Scientific, Cadillac.
Harshbarger, Minnie A. S., Scientific, Henderson.

Houtz, Bertha A., Literary Scientific, Hillsdale.
Harris, Katharine Wright, Literary, Port Huron.
Hathaway, Maud Caroline, English Latin, Blissfield.
Hall, Emilie Cornelia, Literary and Shorter German, Ypsilanti.
Harris, Harley, Literary Scientific, Tompkins.
Holbrook, Emma Mabel, Modern Classical, Ypsilanti.
Heath, Stella Louise, Shorter German, Hastings.
Harris, Frances Mary, English Latin, Ypsilanti.
Hall, Grace, Latin German, Ypsilanti.
Harrington, Frank Jerome, English Latin, Parma.
Looney, Katherine M., Literary Scientific, Hancock.
Lynch, Alice E., Literary (with German), Detroit.
Lathers, John Stuart, English Latin, Inkster.
Langford, Theron Sparhawk, Shorter German, Williamston.
McDougall, Hugh D., Scientific, Grand Rapids.
McLaughlin, Owen M., Literary Scientific and Kindergarten, Ypsilanti.
McNeil, Mary, Literary, Pontiac.
Martin, Lawrence Thomas, Scientific, Ypsilanti.
Osband, Marna Ruth, Ancient Classical, Ypsilanti.
O'Connell, Nellie Belle, Literary, Montague.
Phillips, Memie, Ancient Classical, Ypsilanti.
Pattison, Minnie, Literary and Kindergarten, Eustis, Fla.
Putnam, Virginia R., Ancient Classical, Kalamazoo.
Paton, Thomas W., English Latin, Almont.
Romine, Frank Ellsworth, Literary Scientific, Waltz.
Robinson, Gertrude Arvilla, Literary Scientific, Mt. Pleasant.
Smith, Thersea, Latin German, Detroit.
Sibley, Anna D., Latin German, Birmingham.
Smith, Burton Everett, Scientific, Denton.
Smith, Berton Benjamin, Literary Scientific, Okemos.
Stegenga, Derk, English German, New Holland.
Savage, Paul Harvey, Scientific, Cassopolis.
Sweet, Milo Jasper, Literary Scientific, Worden.
Sherwood, Angeline, English Latin, Bellevue.
Stoffer, John Edward, Shorter German, Williamston.
Thomson, Nellie, English Latin, Union City.
Thomson, May E., Literary Scientific, Union City.
Thompson, Helen Mabel, Literary Scientific, Northville.
Uren, Daisy, Literary, Crystal Falls.
Wilson, Florence, Literary, St. Johns.
Withington, Myron Joseph, Ancient Classical, California.
Webster, Nonette, Literary, Berrien Springs.
Webster, Estauce Eugene, Scientific, Berrien Springs.
Wilcox, Willis H., English Latin, Elva.
Wilkerson, Nora Dell, Literary and Kindergarten, Dundee.

Weber, Mathias, Scientific, St. Joseph.
Zimmerman, Cornelia, Music, Galien.

Names of persons graduated in the Four Years' Courses during the progress of the School year, 1892–3:

Cowgill, Paul A., Literary Scientific, Cassopolis.
Dewey, Adaline Frances, English German, Toledo, O.
Farmer, Sara Louise, English German, Benton Harbor.
†Frary, Blanche E., Literary Scientific, Leslie.
Millis, Mary F. Lockwood, Kindergarten, Ithaca, N. Y.
McLouth, Clarence D., Scientific, Muskegon.
Marshall, Berthena M., Literary Scientific, Morenci.
Ryder, Edward Hildreth, English Latin, Northville.
Stuart, Edith Russell, English Latin, Northville.
Walker, Bella Jane, Literary Scientific, Atlantic Mine.

Degree of Bachelor of Pedagogics.

Edwin J. Freeman, Winona, Minn. Owen Lamb Miller, St. Louis.

Degree of Master of Pedagogics.

Austin George, A. M.
Gabriel Campbell, A. M.
Marshall D. Ewell, L.L. D., M. D.
Edward M. Plunkett.

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† Deceased.

Students in the Conservatory.

NAME.	RESIDENCE.
Andrews, Frank C.	Coldwater.
Alban, Martha M.	Willis.
Allen, Ella Mabel	Ypsilanti.
Allen, Elmer C.	Ypsilanti.
Adams, Ernest	Athens.
Ayres, Maude L.	Ypsilanti.
Bright, May Catharine	Michigamme.
Babbitt, Alice L.	Ypsilanti.
Bailey, Mary M.	Lansing.
Bradfield, George	Spring Arbor.
Blue, Pearl A.	Elm.
Buell, Daisy E.	Union City.
Bell, Alvah R.	Fairport.
Bird, Myra Louise	Gregory.
Buck, Helena H.	Charlotte.
Burck, Pearl M.	Galveston, Tex.
Butterfield, Nona	Drummond.
Ballenger, Grace	Fairmount, Ind.
Bachman, Royal	Stanton.
Boone, Herbert	Ypsilanti.
Boone, Mabel	Ypsilanti.
Boyd, Mrs. Celia	Michigamme.
Burgess, Oriella	St. Louis.
Benedict, Ada M.	Wacousta.
Case, Josephine	York.
Chase, Zuda	Otsego.
Carleton, Ivah M.	St. Clair.
Camburn, Carrie	Ypsilanti.
Crane, Mary E.	Flat Rock.
Clark, John	Ypsilanti.
Crippen, Carrie	Ypsilanti.
Cross, Stella	Ypsilanti.
Cross, Alice	Ypsilanti.

NAME.	RESIDENCE.
Crosby, Bertha	Novi.
Cliffe, George	Carson City.
Cole, Delbert	Ypsilanti.
Childs, Edith M.	Whittaker.
Coombs, Lotta C.	Hillsdale.
Corbin, Laurene	Union City.
Cornwell, Genevieve	Ann Arbor.
Cundiff, Effie	Ypsilanti.
Coverdale, George	Maryville.
Devero, W. C.	Pinckney.
Downing, Grace	Romulus.
Dodge, John W.	Ypsilanti.
Dansingburg, Fred J.	Stony Ceeek.
Diebely, Frank J.	Adrian.
Diller, Horace S.	Ypsilanti.
Ellsworth, Florence	Ypsilanti.
Ellsworth, Daniel	Ypsilanti.
Engel, Rosa	Manchester.
Ellis, Frank	Ypsilanti.
Ellis, Bethlea	Ypsilanti.
Farnham, Jennie B.	Ypsilanti.
Finch, Anna	Elsie.
George, Hattie Louise	Ypsilanti.
Grigsby, Octavia	Allegan.
Gieske, Anna	Manchester.
Gleason, Frankie	Hadley.
Gardner, Ella	Ypsilanti.
Gardner, Mary	Ypsilanti.
Goodrich, Francis	Ypsilanti.
Gill, Joseph E.	Ypsilanti.
Herndon. Grace	Virginia City, Nev.
Holmes, Matilda	Ypsilanti.
Humphrey, Sara	Cheboygan.
Hinckley, Louise	Ypsilanti.
Hutchinson, E. M.	Millbrook.
Hay, Cora	Ypsilanti.
Hungerford, Mary G.	Lester.
Herrick, Marabelle	Olivet.
Haight, Carrie	London.
Harlow, Lela	Coldwater.
Hunter, Irving B.	Ypsilanti.
Jenness, Laura S.	Ypsitanti.
James, Maude M.	Ypsilanti.
Johnson, Elva	Athens.

NAME.	RESIDENCE.
Kemp, Vernon	Union City.
Kring, Albert	Monroe.
Kimball, Kittie	Alpena.
Kitchen, Ella	Davison.
Kirby, Gertrude	Silver Star, Mont.
Kinney, George	W. Toledo, O.
Lawton, Belle	Ypsilanti.
Loughray, Lulu	Milford.
Le Furge, Cora	Ypsilanti.
Lowden, Alice	Ypsilanti.
Mc Cutcheon, Herbert	Marysville.
Mc Donald, Metta	Ypsilanti.
Mc Farlane, Chas. T.	Ypsilanti.
Mensing, Minnie	Francisco.
Mc Donald, Frank R.	Detroit.
Muenscher, Lulah	Manistee.
Miller, Henry C.	Belleville.
Maywood, C. G.	Ypsilanti.
Miller, Sara Lodema	Ypsilanti.
Maybee, John W.	Locota.
Morse, Anna	St. Clair.
Morris, Jennie	Romulus.
Moe, Bertha	Smyrna.
Mead, Eleanor	Tecumseh.
Oberst, Kathreen	Ypsilanti.
Parsons, Gertrude L.	Ypsilanti.
Pomeroy, Louise	Ypsilanti.
Parsons, Sara A.	Ypsilanti.
Parsons, Chester G.	Ypsilanti.
Paton, Alice A.	Liverpool, Eng.
Palmer, Susie A.	Dundee.
Parshall, Carrie E.	Hartland.
Parsons, Fred G.	Ypsilanti.
Phillips, Hattie	Ypsilanti.
Pickett, Grace	Leslie.
Roys, Minnie	Belleville.
Ross, S. Belle	Ypsilanti.
Robbins, Leafy	Constantine.
Redner, Mabel	Ypsilanti.
Reed, Minnie	Northville.
Reed, Edith	Northville.
Sweet, Chas. S.	Ypsilanti.
Strong, Edward N.	Ypsilanti.
Stevens, Grace B.	Ypsilanti.

NAME.	RESIDENCE.
Shaw, Merry L.	Ypsilanti.
Smith, Frank C.	Ypsilanti.
Smith, Minnie E.	Northville.
Shanks, Emma	West Campbell.
Scott, Alice M.	St. Joseph.
Sherwood, Maude A.	Plymouth.
Thompson, Fred E.	Reed City.
Taylor, Bessie	Ludington.
Taylor, Clara M.	Clarkston.
Todd, Mrs. Lucy	Ypsilanti.
Tracy, Mamie	Ypsilanti.
Vandeburg, Frank	Walton.
Van Cleve, Nathaniel W.	Ypsilanti.
Van Buren, Carrie	Ypsilanti.
Vogt, Fannie	Richmond.
Warner, Mabel C.	Ypsilanti.
Wilders, Mabel E.	Caro.
Wood, Mary B.	Ypsilanti.
Wallin, Winifred	Ypsilanti.
Wallin, Maraquita	Ypsilanti.
Woodcox, Cornelius A.	St. Joseph.
Watrous, Ida	Warsaw, N. Y.
Wilber, Minnie	Ypsilanti.
Whitbeck, A. J.	Battle Creek.
Whitlock, Lucy	Portland.
Whitlock, Etola	Portland.
Wimer, Ida May	Coldwater.

Post Graduates of the Conservatory.

Cheshire, Georgia	Ypsilanti.
Day, Bertha M.	Hudson.
Dickinson, Mary A.	Ypsilanti.
Wilber, Minnie	Ypsilanti.

Enrollment, 1893-4.

NORMAL DEPARTMENT		922
Of the above number the following were also enrolled as pupils in the Conservatory of Music.		
Voice Department (including Normal classes)	204	
Piano	53	
Organ	5	
Violin	4	
	266	
Deduct counted twice	25	
Total Conservatory pupils	241	
TRAINING SCHOOL—		
Kindergarten	57	
1st Grade	41	
2d "	31	
3d "	31	
4th "	32	
5th "	42	
6th "	30	
7th "	35	
8th "	47	
	346	
Total Enrollment		1268

Calendar, 1894-5.

	1894.						1895.																	
	September.						January.						May.						September.					
Sun...	..	2	9	16	23	30	..	6	13	20	27	..	..	5	12	19	26	..	1	8	15	22	29	
Mon...	..	3	10	17	24	..	..	7	14	21	28	..	..	6	13	20	27	..	2	9	16	23	30	
Tues..	..	4	11	18	25	..	1	8	15	22	29	..	..	7	14	21	28	..	3	10	17	24	..	
Wed..	..	5	12	19	26	..	2	9	16	23	30	..	1	8	15	22	29	..	4	11	18	25	..	
Thur.	..	6	13	20	27	..	3	10	17	24	31	..	2	9	16	23	30	..	5	12	19	26	..	
Fri....	..	7	14	21	28	..	4	11	18	25	..	..	3	10	17	24	31	..	6	13	20	27	..	
Sat....	1	8	15	22	29	..	5	12	19	26	..	..	4	11	18	25	..	..	7	14	21	28	..	
	October.						February.						June.						October.					
Sun....	..	7	14	21	28	..	..	3	10	17	24	..	..	2	9	16	23	30	..	6	13	20	27	
Mon....	1	8	15	22	29	..	..	4	11	18	25	..	..	3	10	17	24	..	..	7	14	21	28	
Tues..	2	9	16	23	30	..	..	5	12	19	26	..	..	4	11	18	25	..	1	8	15	22	29	
Wed..	3	10	17	24	31	..	..	6	13	20	27	..	..	5	12	19	26	..	2	9	16	23	30	
Thur.	4	11	18	25	..	..	..	7	14	21	28	..	..	6	13	20	27	..	3	10	17	24	31	
Fri....	5	12	19	26	..	..	1	8	15	22	..	..	..	7	14	21	28	..	4	11	18	25	..	
Sat....	6	13	20	27	..	..	2	9	16	23	..	..	1	8	15	22	29	..	5	12	19	26	..	
	November.						March.						July.						November.					
Sun....	..	4	11	18	25	..	..	3	10	17	24	31	..	7	14	21	28	..	..	3	10	17	24	
Mon....	..	5	12	19	26	..	..	4	11	18	25	..	1	8	15	22	29	..	..	4	11	18	25	
Tues..	..	6	13	20	27	..	..	5	12	19	26	..	2	9	16	23	30	..	..	5	12	19	26	
Wed..	..	7	14	21	28	..	..	6	13	20	27	..	3	10	17	24	31	..	..	6	13	20	27	
Thur.	1	8	15	22	29	..	..	7	14	21	28	..	4	11	18	25	..	..	..	7	14	21	28	
Fri....	2	9	16	23	30	..	1	8	15	22	29	..	5	12	19	26	..	..	1	8	15	22	29	
Sat....	3	10	17	24	..	..	2	9	16	23	30	..	6	13	20	27	..	..	2	9	16	23	30	
	December.						April.						August.						December.					
Sun....	..	2	9	16	23	30	..	7	14	21	28	..	..	4	11	18	25	..	1	8	15	22	29	
Mon...	..	3	10	17	24	31	1	8	15	22	29	..	..	5	12	19	26	..	2	9	16	23	30	
Tues..	..	4	11	18	25	..	2	9	16	23	30	..	..	6	13	20	27	..	3	10	17	24	31	
Wed..	..	5	12	19	26	..	3	10	17	24	..	..	..	7	14	21	28	..	4	11	18	25	..	
Thur.	..	6	13	20	27	..	4	11	18	25	..	..	1	8	15	22	29	..	5	12	19	26	..	
Fri....	..	7	14	21	28	..	5	12	19	26	..	..	2	9	16	23	30	..	6	13	20	27	..	
Sat....	1	8	15	22	29	..	6	13	20	27	..	..	3	10	17	24	31	..	7	14	21	28	..	

Schedule of Classes, First Semester, 1894-5.

HOURS.	4TH YEAR.	3D YEAR.	2D YEAR.	1ST YEAR.	PREPARATORY.
I. 8:40—9:25	Analyt. Geom. and Calculus Eng. Const. History Hist. & Lit. of Music Geol., 1st and 2d hrs. Latin IX	Rev. Geog. 1-10 w. *Hist. Education 2-10 w. Chemistry	*Psychology Botany Adv Greek I Eng. Literature Physics I	Rhetoric *Algebra II *Elem. Drawing French I Phys. Training I	Arithmetic Algebra I Civil Government German I Rdg. and Orth.
II. 9:30—10:15	*Teaching Greek V German VIII Polit. Econ., 2-10 w. Study of Masterpieces.	Historical material Reading 1 & 2-10 w. Chemistry Harmony I Applied Anatomy 1-10 w. Meth. Ph. Tr. 2-10 w.	*Eng. Literature Latin V Psychology App. Adv. Drawing Physics I Voice Cult. IV	*Algebra II Plane Geometry Eng. History Phys. Training I Elem. Drawing	German I Elem. Physics
III. 10:20—11:05	Latin sight reading *Teaching Musical composition I Meth. in Science	Lab. Prac. (Phys.) U. S. Pol. History *Physics II Greek III Gen. History Algebra III	Psychology French III Rev. of Gram. { 1 and 2-10 w. Rev. of Arith. { 1 and 2-10 w. Zoology 3d and 4th hrs.	Plane Geometry *Algebra II Elem. Drawing Voice Culture I German III Phys. Training I	Geography Physiology Grammar
IV. 11:10—11:55	*Teaching Adv. Psychology Rev. of Physiology 2 10 w. Meth. in History 1-10 w.	*Rev. of Geog. 2-10 w †Physics II Algebra III French V Latin VII Laboratory Prac. (Phys.)	Solid Geometry Rev. of Gram. { 1 and 2-10 w. Rev. of Arith. { 1 and 2-10 w. German V Greek & Rom. Hist. *Phys. Training I	Counterpoint I Elements of Vocal Music Latin III Bl'kb'd Sketching Phys. Training I Elem. Drawing	U. S. History Algebra I Grammar

V. 12—12:45	*Rev. of Physiology 1-10 w. *Science of Government 1-10 w.	*Meth. in Common Branches (Rdg. and Gram. 1-10 w. Arith. and Geog. 2-10 w.) Lab. Prac. (Phys.)	*Solid Geometry	*Rhetoric Elem. Drawing Voice Culture II Penmanship	Civil Government Rdg. and Orth. Latin I
VI. 2—2:45	*Teaching Physiological Demonstration 2-10 w. Astronomy	Kindergarten Instruction Lect. in Phys. Geog.			Latin I
VII. 2:50—3:35	*Teaching	Table work Chemistry 3 days Physics 2 days	*Physical Tr. I		
VIII. 3:40—4:25		Table work Chemistry 3 days Physics 2 days	Physical Tr. I		

CHOIR PRACTICE DAILY, 7:50—8:15 a. m. *CHAPEL EXERCISES DAILY, 8:20 a. m.*

The Training School has two sessions daily, 9—11:45 a. m., and 1:30 to 3:30 p. m. Grade criticism, 3:30—4:15; 3:40—4:25.
Library hours, 7:45 a. m. to 5 p. m. On Saturdays, from 10 a. m. to 4 p. m.
Subjects starred (*) are prescribed. All others are elective under regulations adopted by the Council.

Schedule of Classes, Second Semester, 1894-5.

HOURS.	4TH YEAR.	3D YEAR.	2D YEAR.	1ST YEAR.	PREPARATORY.
I. 8:40—9:25	*Sci. of Education Rev. of Physiology 1-10 w. Greek VI Sci. of Government 2-10 w.	*U. S. Pol. History Physics II Higher Algebra Latin VIII Old and Mid. Eng. *Rev. of Geog 10 w.	*Psychology App. Continent. History Harmony II	*Struct. Bot. 10 w. *Syst. Bot. 2-10 w. Plane Geometry Rhetoric German IV Elem. Drawing Elements of Vocal Music Phys. Tr. II	Algebra I Rdg. and Orth. German II
II. 9:30—10:15	*Institutes of History Musical composition II	Adv. Chemistry Physics II Algebra III German VII Greek VI *Teaching	Adv. Eng. Lit. 2-10 w. Solid Geometry *Rev. of Arithmetic *Rev. of Grammar Latin VI Adv. Drawing Applied Anatomy Meth. in Phys. Tr. Psychology	*Struct. Bot. 1-10 w. Eng. History Algebra II. Elem. Drawing Voice Culture II Syst. Bot. 2-10 w.	German II Grammar U. S. History
III. 10:20--11:05	Amer. Literature Method in Algebra 1-10 w. Meth. in Geometry 2-10 w. Meth. in Science 1-10 w. *Phys. Technics 2-10 w.	U. S. Polit. History *Teaching	Psychology App. German VI Syst. Zoology 2-10 w. 3d and 4th hrs.	Latin IV French II Elem. Drawing Adv. Vocal Music and Methods Phys. Tr. II	Latin II Algebra I Arithmetic Civil Government Geography Rdg. and Orth.
IV. 11:10--11:55	Latin Writing 1-10 w. Adv. Physics Adv. Psychology Method in History 1-10 w. Anc. Class. 2-10 w. Mod. Class. 1-10 w. Hist. Geol. 2-10 w. 4th and 5th hrs.	Laboratory Prac. (Phys.) Algebra III Kinder. Music Counterpoint II *Teaching. Hist. of Education 2-10 w.	*Physics I Rev. of Arithmetic Rev. of Grammar French IV Phys. Training II	*Eng. History Algebra II Elem. Drawing Book-Keeping 2d 10 wks.	Grammar Physiology Civil Government Geography

V. 12—12:45	*Amer. Literature Latin X Instr. Astron.	*Meth. in Common Branches (Rdg. and Gram. 1-10 w. Arith. and Geog. 2-10 w.) Lab. Prac. (Phys)	*Physics II Blackboard Sketching	*Plane Geometry Elem. Drawing	English Classics Penmanship Latin II
VI. 2—2:45	Latin XII	Trigonometry 1-11 w. Surveying 2-10 w. Phys. Geog. 1-10 w. Kindergarten Instruction Biological Technics 2-10 w. *Teaching	Greek II Method in Drawing 2d-10 w.		
VII. 2:50—3:35	Greek VI	Table work Chemistry 3 days Physics 2 days *Teaching	*Physical Tr. II		
VIII. 3:40—4:25		Table work Chemistry 3 days Physics 2 days	Physical Tr. II		

CHOIR PRACTICE DAILY, 7:50—8:15 a. m. *CHAPEL EXERCISES DAILY, 8:20 a. m.*

The Training School has two sessions daily, 9—11:45 a. m., and 1:30—3:30 p. m. Grade criticism, 3:40—4:25.
Library hours, 7:45 a. m.—5 p. m. Saturday's, from 10 a. m. to 4 p. m.
Subjects starred (*) are prescribed. All others are elective under regulations adopted by the Council.

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MICHIGAN STATE NORMAL SCHOOL,

1894-5.

YEAR BOOK.

STATE NORMAL SCHOOL.

YEAR BOOK

OF THE

MICHIGAN

STATE NORMAL SCHOOL

FOR

1894-5.

INCLUDING

REGISTER OF STUDENTS.

ALSO

ANNOUNCEMENTS FOR 1895-6.

YPSILANTI, MICHIGAN.

1895.

THE COMMERCIAL JOB PRINTING HOUSE.

Michigan State Normal School.

Announcements for 1895-6.

1895.

Tuesday Evening, June 25,—Alumni Meeting.
Wednesday, June 26,—Commencement.

Wednesday, Sept. 11,—Entry Examinations begin.
Monday, Sept. 16,—Recitations begin.
Friday, Nov. 15,—First Quarter ends.
Monday, Nov. 18,—Second Quarter begins.
Thursday and Friday, Nov. 28-29,—Thanksgiving Recess.
Monday, Dec. 23,—Holiday Recess begins.

1896.

Wednesday, Jan. 1,—Holiday Recess closes.
Friday, Jan. 31,—First Semester closes.
Examinations for Admission.
Monday, Feb. 3,—Second Semester begins.
Saturday, March 28,—Anniversary Day.
Thursday, April 9,—Third Quarter closes.
Spring Recess begins.
Tuesday, April 21,—Recess closes.
Wednesday, April 22,—Fourth Quarter begins.
Tuesday, June 23,—Alumni Meeting.
Wednesday, June 24,—Commencement.

State Board of Education.

HON. PERRY F. POWERS, PRESIDENT, - - - Cadillac.
Term expires December 31, 1900.

HON. HENRY R. PATTENGILL, SECRETARY, - Lansing.
Term expires December 31, 1896.

HON. EUGENE A. WILSON, TREASURER, - Benton Harbor.
Term expires December 31, 1898.

HON. DAVID A. HAMMOND, - - - - Ann Arbor.
Term expires December 31, 1896.

HON. HENRY R. PATTENGILL,
Superintendent of Public Instruction.

Board of Visitors, 1894-5.

F. R. GILSON, - - - - - - - Benton Harbor.

SUPT. J. D. SCHILLER, - - - - - - - - Niles.

SUPT. J. R. MILLER, - - - - - - - Big Rapids.

Faculty. 1894-5.

RICHARD G. BOONE, A. M., Ph. D.,
PRINCIPAL.

Psychology and Pedagogy.
DANIEL PUTNAM, A. M., VICE-PRINCIPAL.
THOS. C. SEVERANCE, Instructor.

History and Civil Government.
JULIA A. KING, A. M., M. Pd., PRECEPTRESS.
MARY B. PUTNAM, B. Ph., B. Pd., Assistant.
FLORENCE SHULTES, Assistant.
CHLOE N. DANIELS, Assistant.

Music.
FREDERIC H. PEASE.
OSCAR GAREISSEN, Instructor.

Mathematics.
DAVID E. SMITH, Ph. M., Ph. D.
LAMBERT L. JACKSON, Assistant.
ADA A. NORTON, Ph. M., Assistant.
EMMA C. ACKERMANN, Instructor.
DENNIS C. VAN BUREN, Instructor.

English Language and Literature.
FLORUS A. BARBOUR, A. B.
LOIS A. McMAHON. B. Pd., Assistant.
ABBIE PEARCE, B. Pd.. Assistant.
HIRAM W. MILLER. Assistant.
CHLOE N. DANIELS. Instructor.

German and French Languages.
AUGUST LODEMAN, A. M.
ANNIE A. PATON, B. Pd., Assistant.

Latin and Greek Languages.
BENJAMIN L. D'OOGE, A. M.
HELEN B. MUIR, Assistant.
THOS. C. SEVERANCE, Instructor.

Physical Sciences.
EDWIN A. STRONG, A. M.
FRED R. GORTON, Assistant.
MILTON W. WIMER, Assistant.

FACULTY—CONTINUED.

Natural Sciences (Systematic Botany and Physiology.)

LUCY A. OSBAND, A. M.

Natural Sciences (Structural Botany, Geology and Zoology.)

WILL H. SHERZER, M. S.
WILLIAM D. CRAMER, Assistant.

Drawing and Geography.

CHARLES T. McFARLANE.
HILDA LODEMAN, Assistant.
ELOISE C. WHITNEY, Assistant.

Physical Training.

WILBUR P. BOWEN, Director.
FANNIE CHEEVER BURTON, Assistant.

Penmanship and Bookkeeping.

P. R. CLEARY.

Training School.

AUSTIN GEORGE, M. A., M. Pd., Director.
MAUD E. CANNELL, Kindergarten.
MARGARET E. WISE, 1st Grade.
MAUDE BALL, 2d Grade.
HATTIE M. PLUNKETT. 3d Grade.
CLARA L. CLARK, 4th Grade.
IDA TAYLOR, 5th Grade.
WINNIE J. ROBINSON, 6th Grade.
FLORA WILBER, 7th Grade.
K. MAUDE CADY, 8th Grade.

Library.

GENEVIEVE M. WALTON, Librarian.
ALICE BARNES, Cataloguer.
GERTRUDE E. WOODARD, B. Pd., Assistant.
WARREN L. McDIARMID, Assistant.

Office.

FRANCES L. STEWART, Clerk.
AGNES MORSE, Stenographer.

Michigan State Normal School.

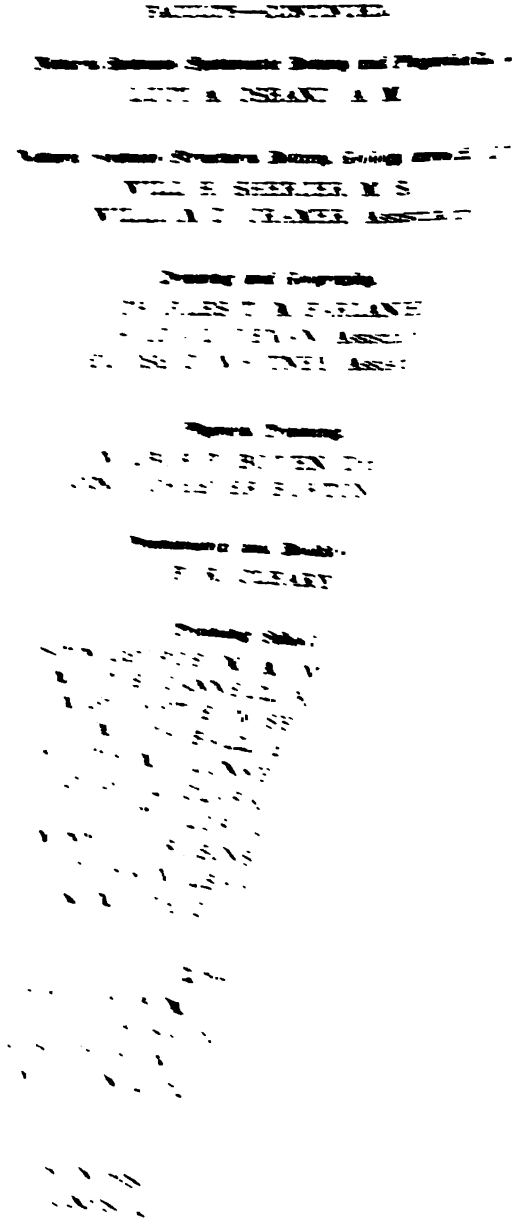
Its General Function.

The State of Michigan supports, besides its magnificent public school system, nine distinctively educational institutions.

In the order of their founding these are: (1) The University, 1837; (2) The Normal School, 1849; (3) The School for Deaf Mutes, 1854; (4) The Agricultural College, 1855; (5) The Boys' Industrial School, 1855; (6) The State Public School, 1874; (7) The Girls' Industrial School, 1879; (8) The School for the Blind, 1881; (9) The Mining School, 1886.

Of these, the classes represented by items (5) and (7) were originally in most states regarded as places of detention simply for the wayward rather than as agencies for their reclaiming. In most cases, also, provision for the deaf mutes (3), and the blind (8), was in the shape of asylums rather than schools; and the institution known in Michigan as the State Public School (6) is almost uniformly designated elsewhere as a "House" for the orphans or neglected.

In harmony with, and generally in the lead of the movement, however, to reach all classes of society in a positive effort for their improvement, these institutions in Michigan have become, it is believed, primarily educational. The relatively large portion of the population who are defective in sense organs are no longer provided with asylums only, but, blind or deaf, are put beside their more fortunate companions in schools and shops, and supplied with laboratories and libraries and apparatus adapted to their needs, and suited to make them not only self-helpful and productive members of society, but mutually helpful among their fellows. The Boys' Industrial School, once a prison with walls and bars and



in secondary and superior schools only. Of the few who teach, the great majority do so for a short time only, using the temporary instructorship as a furthering means to some other profession.

An occasional graduate or other student of the Agricultural College, also, becomes a teacher; but the institution makes no pretention to being a teachers' school. Teachers also go out from the school for the blind, and for the deaf-mutes.

But of all these institutions whether the outgoing teachers be few or many, the preparation of teachers is only a secondary and incidental aim. Of the Normal School this is the sole purpose. Incidentally it also gives scholarship, and acquaintance with the industrial and business world, and fits for a higher order of adaptation to institutional and social and professional life. Some of its graduates drift into other professions; an occasional one never teaches; nevertheless it remains true that the school is positively and aggressively a teachers' school. This purpose determines its course of study. Its curriculum omits some subjects found in many schools of secondary rank, and prescribes several that are taught nowhere else. The same purpose fixes the administration of the school in the employment of teachers, the arrangement of terms, the conditions of admission and of graduation, class and other standings, deportment, etc. What the school is and does or attempts to do, the character of the applicants admitted, the rejection of certain candidates, the organization of the school and the interdependence of departments—are all conditioned by this purpose fixed in the original act of March 28, 1849, "the instruction of persons, both male and female, in the art of teaching, and in all the various branches of a good common school education."

What the state-supported schools of Michigan should do, and, in a measure, what they are doing, are factors to be taken into account in fixing the policy and the organization of the Normal School. It gathers its patronage chiefly from the public elementary and secondary schools, with an increasing number from the colleges, and so must adjust its standards of admission and graduation to their teaching. As a large proportion of the applicants come directly from the elementary schools, or with partial high school instruction, the responsibility is upon the Normal School to do more or less of academic work. Classes are maintained in all

important secondary subjects. Indeed there is no high school teaching in the state that may not be well prepared for in the Michigan State Normal School. This applies not to English branches alone but to both physical and natural sciences, Mathematics, History, Greek and Latin among the older languages, and German and French among the modern. As a matter of course, classes are maintained in all elementary branches. But whatever the academic studies, whether of elementary or secondary grade, they are so taught consciously and systematically as to add the teacher's handling and interpretation of the matter to that of the student. Greek and German, Geometry and History are here also culture studies, but incidentally or partially only. Every such pursuit seeks to answer the question, "How may this study be best used by the teacher as an instrument of training or education?" For most teachers the question must be answered with reference to the so-called common branches, as Reading, Geography, Arithmetic, History and Grammar; and for more every year, concerning Algebra, Physics, some foreign language, Drawing, etc.

What are the actual and relative values of these and like branches as means of education? How may each be more effectively presented? What are proper sequences in the subject matter of each? the needful equipments for each? the bibliography of their teaching?

Moreover the school must be true to its purpose in a more positive way in providing distinctively professional studies. As law grounds itself in ethics whose larger science is sociology; and medicine, in chemistry on the side of biology; so teaching having to do with the mind, takes its rise on the side of theory, in psychology. The nature of the mental life, the laws and conditions of mind growth, the means and instruments of culture, the culture interrelations of the individual and social life, the historical development of educational doctrine, and the improvement of school devices and instrumentalities and systems constitute a field of purely professional study, and hint at the rich significance their pursuit bears to the teacher.

It is the work attempted along these and kindred lines, and the subjection, consciously and rationally, of all other teaching in the several departments to the most critical, but liberal and many-

sided investigation of its methods with reference to the same points, that constitutes the school a professional one.

A normal school should be, and it is meant that the Michigan Normal School shall be, more and more a laboratory in pedagogical studies; a place, on the one hand, for investigation, a detailed, patient, painstaking, cautious, but purposeful gathering of, and working with facts, and the working out as it may be justified, of educational doctrine, and helpful pedagogical directions; on the other hand such a school, not given to original inquiry alone, must provide opportunity for study and teaching and observation, under the most careful and expert direction.

Official Control and Means of Support.

The general management of the school is lodged in the State Board of Education. This body consists of four members, three of whom are elected as such by the people, the fourth being the State Superintendent of Public Instruction, who is, *ex officio*, a member of the board, and its secretary. The Superintendent holds his office for two years, the other members for six years—one being elected every second year. They serve without pay, except a *per diem* allowance when engaged in actual official duties. These duties are imposed by the constitution of 1850, the subsequent statutes only fixing the details of carrying them out.

The school has a small permanent fund amounting to about $67,000, derived from the sale of lands granted by the state in 1846. This bears six per cent interest. No tuition fee is charged of intending teachers who have met the requirements for entrance. The registration is ten dollars per year, for each student. The bulk of all support is derived from appropriations by the State Legislature. The policy of the several states concerning the support of normal schools is of such interest as to justify a brief mention here.

Wisconsin has now six such schools for teachers. By an act of Congress of 1850 certain swamp and overflowed lands were granted to the states. By an act of 1856 the Wisconsin legislature set apart to the school fund three-fourths of the proceeds from these lands, and the year following one of these fourths was dedicated to the support of normal schools. In 1865 a reorganization of the swamp land fund set aside one half of it to normal schools. At that time this share amounted to about $600,000 in cash and half a million acres of land. The total productive fund July 1892 was $1,782,500. The total annual income for all the normal schools, including certain standing appropriations and incidental

receipts, amounted to $120,000. There still remain unsold over 200,000 acres of land.

By the Legislature of Wisconsin just closed another act has been passed considerably increasing the income. This provides for a tax of one fifth of a mill upon each dollar of taxable property, yielding an income upon present valuation of about $235.000. The combined incomes for the six schools will aggregate about $350.000 per annum. The total enrollment for the six schools for 1894 5, is estimated at 2,000. This would provide an income equal to $175 for each student. A like provision on the basis of attendance at the Michigan State Normal School would give the institution $166,250. This is the experience of a state which supports several schools.

Indiana has, like Michigan, but one normal school. For an enrollment but little larger than our own, in a state whose assessment is about the same as that of Michigan, a recent statute sets aside a tax of one-twentieth of a mill as a permanent endowment, yielding nearly $70,000.

A tax of one twentieth of a mill on the present valuation of property in Michigan would yield an income of $56,000. This would be sufficient, with other incidental revenues, to meet the running expenses of the school. Should the valuation that takes place in 1896 be increased, as it probably will, the twentieth of a mill tax would be sufficient to meet the necessary current expenses and furnish a small annual surplus with which to erect much needed buildings.

Such a policy would give permanence and dignity to the enterprise of preparing teachers, than which there is none superior that concerns the state. It would be more economical than the present policy, as there would be no deficits. The management of the school would be more uniform; as plans for the improvement could be made for a period of years.

It is hoped that the next Legislature may see fit to make some permanent provision for the school.

Organization.

In its general plan the institution embraces (1) the Normal School proper; (2) the Training School for observation and practice; (3) a temporary arrangement for preparatory classes; (4) the Conservatory of Music; (5) the Gymnasium.

As regards instruction there are eleven somewhat independent, but closely related, departments, as follows: Pedagogy, History and Civil Goverment, Music, Mathematics, Modern Classics, Ancient Classics, English, Physical Science, Natural Science, Drawing and Geography, and Physical Culture. Eight of these are represented in the prescribed work of the course, while all of them offer elective or optional studies covering from one semester to six years.

The Training School was wisely provided for in the original act (1849). At that time there were but five normal schools in the country established and supported by the public. The oldest of these had been in operation barely ten years. All of them had practice schools maintained as a part of their regular organization.

In Michigan the Normal School plan was confirmed by the Constitution of 1850. The history and efficiency of the School have fully justified the wisdom of what was then an unusual provision. The Training School at Ypsilanti comprises the eight Elementary Grades common to the public school system of cities, and a Kindergarten. Over each of these it is the policy of the management to place an expert or critic teacher—nine in all—who, together with the Director of the Training School and the Principal, constitute the Faculty, under whose direction all practice teaching is done.

In Michigan, as in most other states in the West, a large per cent, if not always a majority, of the students of the Normal School, enter with little or no more than an elementary education. The number of applicants, however, who have had a high school

training is increasing every year. For the present there seems to be need of a preparatory class to connect the work done in the district schools and in the lower classes of the high school, with the freshman work of the Normal School. It is organized by the management as a necessity, and not from choice. Prospective students are urged to complete all preparatory studies and such other academic work as can be well done in the home schools. The work done in the preparatory classes does not count directly toward a Normal School certificate or diploma, but must be finished before the professional courses are undertaken.

A small tuition fee, ($10 a year, in addition to the entrance fee,) is charged to members of this (Preparatory) department.

Connected with the School as a part of its organization is the Conservatory of Music. Instruction in this branch has been given from the founding of the School. In 1880 a music department was organized. It was given a separate building and an equipment, and it arranged its courses for graduation as had the other departments.

More or less attention had been given to Physical Training in the School for several years. A few pieces of apparatus were provided, and certain hours in the week set apart for practice in a small basement room fitted up under the south wing of the main building. The Legislature of 1893, however, made an appropriation for a separate building for the purpose, and in the spring of 1894 a distinct department was organized. Accommodations are afforded for both men and women, a minimum amount of "practice" being required of all students, and optional and advanced courses offered for the benefit of those who specialize in this department.

The heads of the eleven Academic Departments, the Directors of the Gymnasium and the Training School, and the Principal, constitute the Council, which is an organic part of the administrative machinery of the institution. Before it come such questions as concern the relations of the several departments, the course of study, conditions of admission and graduation, credits for standings taken elsewhere, recommendations for diplomas and certificates, etc. Through standing and special committees, and by recommendation to the State Board of Education, and its deliberation in monthly sessions, it fixes the policy of the School upon most questions of internal organization and control.

Buildings, Grounds and Equipments.

The original school campus is the fractional square bounded north by Forest avenue, south by Cross street, east by Brower and west by Summit street. The space contains a little less than six acres, and is much too cramped for the uses of the school. To this was added two years ago another acre lying across the street to the south, constituting the Gymnasium grounds.

There are three buildings devoted to school uses: the main building shown in the frontispiece, the Conservatory building, formerly used by the Training School, and the new hall given to physical culture. A view of this building is shown on a subsequent page. The main structure is in the form of a cross, 230 by 270 feet. It includes in the center the original building (walls and foundation), erected in 1851, of which a cut appears in this Year Book. Seven years after its completion the original building, with most of the contents—library, apparatus and furnishings—was destroyed by fire. It was immediately rebuilt, the top story being considerably elevated. In 1878 a front was built, comprising a large audience room, the offices, and nine lecture rooms.

In 1881-2 an addition was put to the rear. The lower story is occupied by the Training School. The second story is used for class rooms, and the third for biological laboratory, museums and lecture rooms. Six years later wings were added to the north and south, providing ten more class rooms and four commodious halls for the Lyceum societies. In September, 1893, was begun the erection of the Gymnasium. This was finished and occupied by the middle of April, 1894, the dedication exercises being held on May 18.

The need of additional room has been felt for some years. The buildings are large and cover most of the available space. The last Legislature made an appropriation of $25,000 for a separ-

ate Training School building, which is to be erected immediately. The plans under consideration are designed to set forth whatever is known to be best in school architecture—the economy of space, effective heating, sanitary lighting and ventilation, the best modern furniture, etc. Besides the nine school rooms (to accommodate the eight elementary grades and the Kindergarten) there will be provided one or two smaller rooms adjoining each, into which classes may be sectioned to suit the requirements of practice teaching. The plans include also an assembly hall, large enough to seat the entire training school, and a stereopticon room for elementary illustrative lectures. A description of the building, its actual location, and the details of its arrangement must be left to a subsequent statement.

All the buildings are heated from a single boiler house, somewhat unfortunately situated between the main building and the most public street. The fuel used is oil, and is very satisfactory.

The grounds are being gradually improved, by filling and sodding in places, and by care of the trees. A few flowers are grown from plants and bulbs preserved through the winter in an improvised room in the warm basement.

The institution has a reasonably good equipment for work in most departments.

The Physical Laboratory includes illustrative and other apparatus for astronomy (including sextant, transit, chronometer and equatorial telescope), costing $1,850; for Mechanics, $1,240; for Acoustics, Heat and Optics, costing $980; for Magnetism and Electricity, $1,120; Meteorology, $88; and a fairly complete set of apparatus for general chemistry, valued, with fittings and material, at $1,860.

In Biology, the herbarium consists of more than 3,000 specimens, including several hundred mosses, lichens, and a few marine algæ, ferns and lycotods, 544 genera of Phanerogams, and more than three-fourths of the genera in the Michigan Flora. The department has also an excellent exhibit of representative woods and a collection of microscopic mounts. In Physiology the apparatus includes a superior manikin, various anatomical models, and illustrative pieces having a total value of $700.

In the laboratory for Structural Biology and Geology there are

thirty-six compound microscopes, thirty dissecting microscopes, microtomes, an aquarium, zoological charts and models, cabinets for native insects, a collection of insects, and an excellent working set in Osteology for vertebrate study.

The aggregate value of equipments in the various scientific laboratories is about ten thousand dollars.

In Mathematics there is illustrative apparatus to the value of $250; in Geography and Drawing, $400; in the Language departments, $150, and in History, $150. The apparatus recently placed in the Gymnasium is valued at $2,500.

General Information.

TERMS AND VACATIONS.

The school year, for both the Normal and Training Schools, is divided into two semesters of twenty weeks each. For certain purposes each half-year is also divided into periods of ten weeks, known as "quarters." In most of the common branches classes begin reviews each quarter. In other subjects, with few exceptions, the work is continuous for each semester.

The long vacation covers the summer months of July and August, and continues to near the middle of September. Other breaks in the work, for shorter periods, occur at the winter Holidays, and the latter part of April. The Thanksgiving time (Thursday and the Friday following) offers a brief recess, but is not regarded as a vacation allowing of excuse from school, except for the days mentioned.

It is important to be noted that students are required to remain on duty till the close of the last school exercise preceding a vacation, and to be present at the hour of opening after the vacation. It is meant that full allowance has been made for train times and connections, so that school duties need not be infringed upon, either upon leaving the school or returning to it.

The school authorities have no claim upon the railroads, but will use their influence to secure such reduction of rates as is accorded to other institutions, and to numbers of persons traveling together.

APPOINTMENTS.

Each member of the Legislature, whether Senator or Representative, is authorized by the Board of Education to appoint two students who will be received at the school free of charge for admission on presentation of a certificate of appointment. The certificate must be presented at the time of entrance. Each

appointment is good for one year, unless sooner terminated by the expiration of the legislator's term of office; but in such cases the certificate will be held good during the time elapsing between December 31 and the end of the first semester (about the first of February). Of the 132 officials, representing 117 districts (both Senatorial and Representative) 126 during the current year used the privilege, making 279 appointments. Six members failed to make appointments. A few, because of the withdrawal of students, made more than one set of appointments.

EXPENSES.

Every student, not holding an appointment as above, is required to pay at the beginning of each semester, or at the time of entrance, an admission fee of five dollars. This is not returnable upon withdrawal from school during the semester.

Laboratory and other incidental fees are charged as follows:

Physical Technics	(per course of ten weeks)	$ 1 50
Laboratory Practice	" "	1 50
Structural Botany	" "	1 00
Structural Zoölogy	" "	1 00
Biological Technics	" "	1 00
Lithological Geology	" "	1 00
Advanced Chemistry	" twenty weeks	2 00
Kindergarten	(per semester)	2 00
Organ Practice	(per semester, daily use)	6 00
Graduation Certificate		2 00
Graduation Diploma		3 00
Tuition, Preparatory	(per semester, twenty weeks)	5 00
Selected Academic Work	(non-professional students, per semester)	10 00

Students taking Kindergarten Instruction and Methods require a full line of blank books for mounting their work, costing about four dollars. The regular text-books for class work are also bought and owned by the students.

BOARD AND ROOMS.

The School has no system of dormitories. Its students board and live in the homes of citizens. There is plenty of room for all. Terms are moderate, and there is a prevalent desire on the part of citizens to make these temporary homes of students pleasant and comfortable. In point of economy of living, the Normal School

offers unsurpassed advantages. Most students take furnished rooms at from 75 cents to $1.25 per week, the difference in price being governed by the size and desirability of rooms. A common practice is to obtain board with a club of students at rates averaging about $1.75 or $2.00 per week. Private board with furnished rooms is readily obtained in families, at rates varying from $3 to $4 per week.

The best way to arrange for living is to come and select, each for himself. Strangers having no acquaintance in the city are invited to report at the office of the Principal, where the Clerk will give information concerning board and rooms and the addresses of persons offering accommodations.

Students room and board at such places only and under such regulations as are approved by the Principal. Young men and young women will not be allowed to occupy rooms in the same house, except by special permission of the Principal and Preceptress, and with the intelligent consent of parents or guardians.

THE KINDERGARTEN.

Connected with the Training School is a fully equipped Kindergarten under the immediate charge of a student and graduate of the New York College for the Training of Teachers.

This far-reaching educational reform initiated by Frœbel is recognized to be of such value in the first formal training of children as to be indispensable in any school where children are to be taught, and particularly so in a school for the training of teachers. Tuition here, as throughout other departments of the practice school, is free. Sessions for the children, and for observation and practice, are held in the forenoon, while the theory of the system in lectures and table work is presented to classes of teachers in the afternoon. The kindergartner must have had the elements at least of Plane Geometry and Vocal Music, be able to play simple pieces upon the piano, possess some skill in Drawing, and be acquainted with the rudiments of Psychology. Concerning the requirements for a course in Kindergarten Instruction consult subsequent pages.

MUSIC.

The facilities for elementary and advanced instruction in Music are abundant and superior. The School Hall is supplied with a

pipe organ, and the morning and other public exercises are accompanied by a chorus of from one hundred to one hundred fifty voices, affording an opportunity for practice in reading music and in singing, under the direct supervision of the head of the department. The demand for special teachers of music in the public schools, and for regular grade teachers who can give instruction in music, is urgent and increasing. Every student is recommended to include at least one semester (20 weeks) of Vocal Music in his course.

Both elementary and advanced Vocal Music will be accepted as elective. This instruction is free to all Normal and Preparatory students who are fitted to enter the classes.

Besides elementary and advanced Vocal Music and Voice Culture, and such other class exercises in music as are enumerated in the "Music Course," a number of Conservatory Courses are offered which are individual and private, and for which but small fees are charged.

PHYSICAL TRAINING.

The Gymnasium, briefly described in the last Register, has had a growing and in general satisfactory patronage. Nine daily classes have been conducted throughout most of the year. The aggregate enrollment of students in the department for the year has been 436. All who are regularly classified are required to take a minimum amount of the work. In addition to the prescribed exercises, however, electives are offered here as in other departments. Another year promises to show a large increase in the election of work in Physical Culture.

Besides the regular floor work and the machine exercises, there is a course in Applied Anatomy, and another in Method in Physical Training, noticed elsewhere.

Shower and plunge baths are provided and liberally used. On the side of the building chiefly used by the young men is a running track, twenty-four laps to the mile, and constructed under the supervision of an expert.

A cut of the building is shown, together with a view of the floor and apparatus on the side set apart for the use of the young women.

Conditions of Admission.

All students entering the Normal School are supposed to be prospective teachers; and are required to sign the following declaration of intention to teach:

"I hereby declare that it is my intention to teach in the schools of the State of Michigan, and that it is my purpose in entering this school to make preparation for teaching in said schools."

Applicants for admission should be not less than sixteen years of age, and, except as hereafter specified, must sustain a satisfactory examination in the following subjects:

Arithmetic: The applicant is supposed to have completed the work of some good arithmetic. A fair understanding of the subject is necessary for the examination.

Algebra: The preparatory work includes the following topics: Addition, Subtraction, Multiplication, Division, Factoring, Highest Common Factor, Lowest Common Multiple, Fractions, and Simple Equations, involving one or more variables.

English: Grammar, including the parts of speech and their uses and relations in connected discourse, and the structure and analysis of sentences. The knowledge and understanding should be somewhat above that required in the first eight grades of the public schools, or fully equal to the requirements in this branch for a second grade certificate. The applicant should also have had, accompanying his reading and language lessons, much practice in composition, and be able to express himself in clear and grammatical English.

Reading: Correct pronunciation being an essential of good reading, the regular Normal course presupposes a thorough knowledge of Orthoepy. The applicant should be able not only to indicate, by the use of diacritical marks, the correct pronunciation of words in common use, but should possess a good degree of facility

in pronouncing them, as to syllabication, accent, articulation, and quality. (Salisbury's Orthoepy will be found invaluable in this preparatory work.) He will also be expected to render intelligently any ordinary selection of prose or verse, giving satisfactory reasons for the Emphasis, Quality, Force, Pitch, etc., employed by him.

Geography: The twenty weeks of preparatory work in geography is designed to fit students for the teachers' review, or to enable them to pass an examination for a second grade teachers' certificate. It covers about the same ground as does the text of the ordinary standard geography, of which the Appleton's, Barnes', and Harper's furnish good examples. This preparatory work will be required of all students who cannot show (by examination or otherwise) sufficient acquaintance with the subject to enable them to pass it.

The graduates of certain schools whose work has been approved by the authorities, are admitted, without examination, as has been mentioned, to any course in the Normal School, upon presentation of their diplomas, properly attested. If it be found, however, after reasonable trial, that the preparatory study is inadequate, such students may be held to the same requirements as apply to those from non-approved schools. Persons not graduates, entering from approved schools, may receive credit for standings upon the recommendation of the school in which the work was done, the fact and amount of the credit being left to the discretion of the head of the department in the Normal School whose work is in question.

PREPARATORY CLASSES

Preparatory classes in the Common Branches (Arithmetic, Reading, Penmanship, Grammar, Geography, United States History, and Physiology) and in Algebra and Civil Government, are organized at the beginning of each semester, or half year, for such applicants as are found deficient in those subjects. Similar classes are formed in Latin, German and Elementary Physics in September, and in English Classics in February.

In addition to the registration fee (see page 22) required of all students alike, those a majority of whose work is of the preparatory grade are charged a tuition fee of five dollars for each semester.

In entering upon the professional course this preparatory work is supposed to have been finished. If it has not been done elsewhere it may be done here; though the authorities of the School believe that in many, if not most, cases it may be taken to advantage, and should be passed upon in the local schools before coming to Ypsilanti. However, these classes are here put in charge of regular instructors, and are meant to be in all respects as well cared for as any elementary work in the School. The thoroughness of the study is meant to compass all the requirements for a second grade teachers' certificate in these branches.

The ground gone over in this elementary way will again be covered in what are known as the teachers' reviews during subsequent terms. These, however, are meant to follow the logical rather than the psychological treatment, and have for their primary purpose the organization of this knowledge, not its acquirement.

A half-year, or twenty weeks, is given to each of the preparatory subjects, making it possible for a person deficient in most of them to complete the work in one year of forty weeks. Opportunity will be given to such as are able, to complete any subject in less time.

PARTIAL COURSES.

The reorganization of the work in common school subjects is meant incidentally to accommodate also those who come to the School to qualify themselves for teachers' examinations for second and third grade certificates. To this end it is hoped to provide a course in Elementary Pedagogy, comprising the theory and art of teaching as required of applicants in the lower grades. The course in Elementary Physics has recently been added, for a like reason. It is thought that these provisions will make unnecessary any considerable demand for academic or other studies out of their order in the regular work. The purposes of the School will be best subserved, obviously, by making easily available the completest training for which applicants are fitted. This the School seeks to accomplish, while not neglecting those who can find the time or the means for partial courses only.

It is not necessary that any course, except the shorter ones for high school and college graduates, should be continuous. Not the least part of the School's influence has been in the service which

undergraduates who have had only partial courses have rendered the elementary schools, teaching for a term or a year, or even longer, and then returning to complete their studies and receive their diplomas. It is known that a large majority of the students have for years belonged to this class. Besides these a considerable number have spent a few months or terms in the School, but have completed none of its courses.

In addition to the classes mentioned above, there has been, throughout the history of the institution, a demand from certain ones to enter and pursue selected academic studies only.

The statutes concerning the Normal School provide that "pupils may be admitted without signing the declaration of intention to teach, on such terms as the Normal School Board may prescribe." These terms are as follows:

(1) Applicants are subject to the same conditions for entrance as apply to others entering the School.

(2) All choice of studies must be made with due regard to suitable and necessary sequence.

(3) Regard must be had to the schedule of daily exercises.

(4) Such academic students must pay upon registering, in addition to the entrance fee ($5.00), a tuition fee of $20.00 per year.

Advice to Students Expecting to Enter.

Make the best possible preparation in the third grade certificate subjects. Do not think of coming to the Normal School without this knowledge, if it may be had in the home school. Such preparation is not only important but possible to all except the few who have no good secondary schools in their neighborhood. This means a recent, thorough, mature review of most of those studies mentioned under the head of "Preparatory Classes." Whatever teachers' course is undertaken there is presupposed in addition to these branches at least a half year of Elementary Algebra; and if the proposed course include the languages, a year in at least one foreign tongue.

Beginning classes in Third or Second Grade Certificate subjects (all of them included in the work preparatory to the professional courses), and teachers' reviews in the same subjects are organized each quarter; but only such students are eligible to the latter as have taken the related work prescribed for previous terms. For example, the teachers' review in Arithmetic follows the course in Algebra and Geometry; the final review in Grammar presupposes standings in Rhetoric and English Literature.

While applicants are admitted at the beginning of each quarter (see the school calendar), they are earnestly recommended to enter either at the opening of the school year, or at the beginning of the second semester in February. (For the next year, February 3, 1896.)

Approved Schools.

High schools whose course of instruction covers four years, preceded by not less than eight elementary grades, and which have at least two teachers giving their entire time to instruction, and the quality of whose work is satisfactory, may be approved by the State Board of Education upon recommendation of the Normal School Council.

The courses of study of such approved schools should embrace Arithmetic, Algebra, Plane and Solid Geometry, English Grammar, Rhetoric, English Literature, Political, Mathematical and Physical Geography, Botany, Physiology, Physics, Civil Government, United States and English History, and Drawing. Students desiring to take a language course must have had Latin four years, or Greek two years, or German two years, or French one year. Schools whose courses of study do not embrace all the groups of subjects indicated above, may be approved for one or more of their courses and their graduates will be admitted to such work in the Normal School as their preparation will warrant.

The high schools of the state are cordially invited to enter into this relation with the State Normal School, and so receive a place on the list of approved schools.

A request to this effect, accompanied by a catalogue and daily program or other evidence of the character of the work done, may be made to the Principal of the Normal School, through the local authorities, the superintendent of schools, or any officer of the school board. If necessary or desired the school will be visited and inspected by a member of the Normal School Faculty or by a member of the Board of Education, and subsequently reported upon.

If the school be approved, its graduates will be admitted without examination to such of the classes as their high school work

has prepared them to enter, provided they present their diplomas within two and one-half years from the time of their graduation.

Certificates of standing must be signed by the proper officer of a college, or by the superintendent or principal of the school which issues them. Blank forms for these certificates will be furnished on application.

Schools which are approved are entitled to send their graduates on diploma for a period of three years after approval, provided that in this period no important changes affecting the courses of study and the efficiency of the instruction be made. In case of such changes, the Faculty reserve the right to make another inspection. It is expected that the authorities of each approved school will annually send to the Principal a catalogue of the school, or, if no catalogue is published, that they will send a statement, giving the names of the teachers, the number of pupils, and a description of the courses of study.

Certificates of standing (except in third grade certificate studies—Orthography, Reading, Writing, Geography, Grammar, Arithmetic, U. S. History, Civil Government, and so much of Physiology and Hygiene as has special reference to the effects of alcoholic drinks, stimulants and narcotics, upon the human system), will be accepted in place of examinations, from schools as follows:—

a. From the University of Michigan, the State Agricultural College, and all incorporated Michigan colleges.

b. From institutions of like rank in other states.

c. From all schools whose graduates are admitted to the University upon diploma.

d. From reputable non-approved secondary and higher schools at the discretion of the heads of the departments concerned, and with the consent of the Principal; and from such additional schools as have been approved by the Board of Education.

LIST OF APPROVED SCHOOLS.

Almont	Galesburg	Northville
Adrian	Grass Lake	Orchard Lake Mil. Acad.
Allegan	Greenville	Oscoda
Albion	Hastings	Ovid
Alpena	Hillsdale	Owosso

Ann Arbor
Armada
Au Sable
Battle Creek
Bay City
Benton Harbor
Belding
Big Rapids
Birmingham
Buchanan
Cadillac
Carson City
Calumet
Caro
Champion
Cassopolis
Charlotte
Cedar Springs
Chelsea
Coldwater
Constantine
Corunna
Decatur
Detroit
Dowagiac
Dundee
East Tawas
Escanaba
Eaton Rapids
Evart
Fenton
Fowlerville
Flint
Grand Haven
Grand Rapids
Holly
Houghton
Howell
Hudson
Hancock
Ionia
Ishpeming
Iron Mountain
Ithaca
Jackson
Jackson, East Side
Jonesville
Kalamazoo
Kal. Female Seminary
Lake Linden
Lansing
Lowell
Lapeer
Ludington
Manchester
Manistique
Marcellus
Marine City
Manistee
Mason
Marquette
Marshall
Midland
Milford
Monroe
Mt. Clemens
Mt. Pleasant
Muskegon
Negaunee
Niles
Newaygo
Paw Paw
Petoskey
Plainwell
Plymouth
Pontiac
Port Huron
Portland
Quincy
Republic
Raisin Valley Seminary
Romeo
Saline
Saginaw, East Side
Saginaw, West Side
Sault Ste. Marie
St. Clair
St. Louis
Sturgis
Sand Beach
Schoolcraft
South Haven
St. Johns
St. Joseph
Traverse City
Tecumseh
Three Rivers
Union City
Vassar
West Bay City
Wayne
White Pigeon
Wyandotte
Whitehall
Williamston
Ypsilanti

High School Bulletins.

The policy of affiliating to itself certain of the high schools whose work was found upon examination to be superior, was inaugurated by the University twenty-five years ago. In 1875 similar arrangements were made by the Normal School. These relations were at first somewhat indefinite. By friendly co-operation they have greatly improved. The advantages to the institutions are generally conceded to be mutual.

The proportion of high school graduates who go into teaching has not greatly changed perhaps in a generation. The per cent of them who prepare to teach has trebled.

The per cent of such students in the Normal School has doubled in six years.

Whereas originally scholarship only was demanded as a qualification for secondary teachers, now the movement is strong throughout the country to require not less learning, but some serious and practical training for teaching, here (in secondary schools) not less than in elementary schools. All this is quite as true of Michigan as of any other western or northwestern state. The Normal School has done its part to fix this trend of professional sentiment, and the close sympathies and co-operative efforts of this school with secondary schools have furthered the interest.

By reason of the improved teaching in these schools, the standing for entrance to the Normal School has been considerably raised.

To the extent that the needed academic work is done in the local schools, the instruction in the Normal School becomes as it should more professional.

To perfect these relations and extend their beneficent influence, the school has issued throughout the year monthly "Bulletins" concerning the mutual interests of the Normal School and approved secondary schools.

The "Bulletins" published up to the present are as follows:--

1. On the Affiliation of the Normal School to Secondary Schools,.....By the Principal.
2. Concerning English Grammar,.....Prof. F. A. Barbour.
3. Concerning Physical Science,.....Prof. E. A. Strong.
4. Concerning Mathematics,.....Prof. D. E. Smith.
5. Concerning Special Teachers for High Schools, ...By the Principal.
6. Concerning Geography..... Prof. C. T. McFarlane.

Others will follow in their places. Among these the following will be issued during the summer:—

7. Concerning History.....Prof. J. A. King.
8. Concerning Natural Sciences.....Prof. W. H. Sherzer.
9. Concerning Physical Education.....Prof. W. P. Bowen.

The Library.

Since last report there have been added to the Library about 1,000 volumes. The number catalogued at present writing is 15,500.

The growth of the Library has never been rapid throughout the history of the institution. It has shown a steady uninterrupted increase, sometimes less, again more, but in general carefully watched and improved. The guardians of the School in the past are entitled to much credit for the usually liberal appropriations for the Library as one of the important school agencies, and the careful, considered, choice of books.

In the first catalogue of the school issued in 1853 occurs this paragraph: "A select library of standard works amounting to one thousand volumes has been purchased for the institution."

The next mention of it is made is 1857-8 and is as follows: "The school has a small though well selected library to which its members have access. The books are intended mainly for reference, as the regular studies of the school leave little time for general reading."

Ten years later the paragraph was repeated in about the same form. October 28, 1859 the entire library was destroyed by fire. Subsequent collections were made very slowly. In 1871 and in 1872 it was again noticed, when Principal Estabrook reported 2,000 volumes (this was perhaps a liberal estimate), and the library open every school day. The first special librarian mentioned in the faculty list was Miss Florence Goodison, who held the position for seven years, from 1884 to 1891, inclusive. Miss Goodison was a graduate of the school in 1883, from the Latin-German diploma course.

Prior to this time (1884) the library had been administered by members of the faculty. From 1873 to 1882 it was in charge of Prof. Daniel Putnam; and from 1882 to 1884 inclusive, of Prof.

August Lodeman. Both were appointed by the faculty, to whom the matter had been left by the Board of Education. In proportion to the number of students, the library was almost fifty per cent larger in 1884, than at present.

Following Miss Goodison, as librarian, came William S. Burns, who remained for a single year. Mrs. L. B. Graham was his assistant. They in turn were succeeded by the present librarian and assistant.

The growth of the library as to the number of books is shown by the accompanying table:

1871-2	2,000 Vols.	1890-1	11,000 Vols.
1881-2	3,121 "	1891-2	11,500 "
1887-8	7,500 "	1892-3	12,000 "
1888-9	8,000 "	1893-4	14,000 "
1889-90	9,000 "	1894-5	15,500 "

The library had no catalogue prior to 1874. It was during Prof. Putnam's administration of it that the books were arranged into departments and a book catalogue was begun of authors and titles. Before his service as librarian closed, a card catalogue had been begun, including subjects as well as titles and authors. In 1879, for the 2,373 books there were 5,561 cards.

The first official mention of the reading room is found in the register of 1887-8, reporting the best periodicals of the day, including two or three metropolitan dailies in local circulation, and the standard magazines. The library has a file of the Detroit Free Press complete since 1893, and the New York Tribune from about the same time.

In the way of shelving books, there is used a modified Dewey System. The card catalogue includes one set for authors, and one for titles and subjects, receiving such attention as the number and time of assistants will admit. In this composite catalogue the 15,500 books are represented by 25,000 cards.

Many of the general reference books are placed outside the library railing and are open to unrestricted use by students. The references include general cyclopedias, such sets as the Britannica, the American including the annuals, and Chambers'—two sets each,—and the Peoples'; besides these there are McClintock's Ecclesiastical Encyclopedia, and the usual general references; there

are also special cyclopedias of biography, the several sciences, literature, history, etc.; gazetteers, manuals, anthologies, compilations, atlases, and certain bound volumes of periodicals much in demand; moreover, there is the freest access to the magazines, news journals, reviews and other periodicals, no record of whose use is preserved or taken. The library has one or more copies of each of seven of the leading dictionaries.

All other books are taken out upon card showing name of the borrower, title of the book, author and number. The day loans, *i. e.* books returned on the day of borrowing—many of them after only a few minutes' use, or for a single class period—have averaged for the current year 500 volumes. The average number of students borrowing daily is about 375. The aggregate daily loans during one week for which records were recently kept were 2,694 volumes,—an average of 449 each day. Such statistics are not taken with accuracy, but allowing for overstatements concerning the present, and the bareness of estimates concerning the past, the current daily use of the books has doubled in five years, and quadrupled in certain departments. Less than five per cent of these loans, it is allowed by the Librarian, are for general reading; the others pertain to and are a part of the day's assigned work.

Included in the use of books noted in the last paragraph the library has a system of night loans that greatly increases its patronage. This provides that any student may, in his turn, reserve during the day for evening use at home any book (certain large and special works excepted) which he needs, and to which, because of lack of time himself, or because of use of such book by others, he has been unable to have access during school hours.

From 125 to 150 books are so used every night. During one week recently for which records were preserved, the evening loans varied from 122 books to 187. The library is not opened evenings. The books so reserved are given out just before the library closes. No books are allowed to be taken from the library for longer time except upon special permission and for adequate reasons.

Every means is employed to make the library a working instrument for the school as a whole; to bring it within reach of the largest number of students; to establish close connection between its subject matter and the actual work of the departments; to

adjust its growth and patronage to the experiments of the class room and the changing curriculum.

There are also certain laboratory functions of a library which readily respond to every grade of earnest, investigative, outreaching instruction. It affords to such students as have mastered the handling of books, an open field for exploration, and comparative studies; and an opportunity for the careful gathering of materials touching various human interests not the less scientific because the search is among human records rather than nature's. No teacher has approximated the real uses of a library who has not learned to observe and compare and generalize upon its matter as does the botanist with vegetable phenomena, or the physicist with natural (physical) forces and their conditions. Every library, the more so as it is large and select, has laboratory functions to such as know how to use it. This should be especially true of a teacher's library.

In the general library the books are distributed to the several departments about as follows:

History and Economics	1,900
Biography	940
Literature (general)	1,230
Poetry	420
Fiction	180
Philosophy, etc	750
Pedagogy	1,100
Mathematics	450
Science	1,000
Travel and Description	720
Art, etc	360
Cyclopedias, etc	200
Periodicals, (bound)	500
Public Documents	600

In addition to the general library there are several valuable and growing department libraries:

English	400 volumes
Ancient Classics	300 volumes
Modern Classics	250 volumes
Mathematics	50 volumes
Biology	200 volumes
Physics and Chemistry	75 volumes

History and Civics.....250 volumes
Pedagogics.....230 volumes

Supplementing the very excellent card catalogue of mathematical works in the library included in the general list, the department of mathematics has a more minute and detailed author and subject index in the class room, which has greatly increased both the use and the usefulness of this class of books. The 450 volumes upon Mathematics belonging to the school appear here in two thousand cards.

The periodicals kept on file in the reading room are as follows:

American Journal of Philology.
American Journal of Psychology.
American Magazine of Civics.
American Meteorological Journal.
American Naturalist.
Astronomy and Astro-Physics.
Atlantic Monthly.
Blackwood.
Botanical Gazette.
Catholic World.
Century Magazine.
Chemical News.
Contemporary Review.
Cosmopolitan.
Classical Review.
Detroit Free Press.
Edinburgh Review.
Education.
Educational Review.
Euphorion.
Fortnightly Review.
Forum.
Gartenlaube.
Goldwaithe's Geographical Magazine.
Gymnasium Journal.
Harper's Monthly.
Harper's Weekly.
Humanistische Gymnasium.
Inlander.
Insect Life.
Journal of Education.
Kindergarten Magazine.
Kindergarten News.
Littell's Living Age.
London Journal of Education.
Magazine of American History.
Mathematical Magazine.
Microscope.
Mind and Body.
Moderator.
Modern Language Notes.
Music.
Musical Record.
Nation.
National Geographical Magazine.
Nature.
New Education.
Normal News.
North American Review.
Nineteenth Century.
New York Tribune.
Official Gazette.
Outing.
Pedagogische Zeitung.
Pedagogium.
Pedagogical Seminary.
Philosophical Review.
Physical Education.
Popular Astronomy.
Popular Science Monthly.
Review of Reviews.
Revue Pedagogique.
Revue International de l'Enseignment.
School Review.
Science.
Scientific American.

Leerproben and Lehrgänge.	Supplement to Scientific American.
Library Journal.	Scribner's Magazine.
Literary News.	Teacher's World.

Of these the following have been added since last report:

The American Magazine of Civics.	Mathematical Magazine.
The Cosmopolitan.	Mind and Body.
Euphorion.	The New Education.
Kindergarten News.	Gymnasium Journal.

Popular Astronomy.

As heretofore the Librarian has given two courses of lectures, one each semester, upon the nature, handling and uses of a library, and its collection, with especial reference to the Normal School library. The subjects of the several lectures were:

1. Ancient Writing Material and Manuscripts.
2. Printing and the Printing Press.
3. Libraries.
4. Catalogues and Classification.
5. Reference Books and How to Use Them.
6. Selection and Buying of Books for Private and Small School Libraries.

Teachers, even more than the general student, have need to understand the composition and administration of libraries, particularly school libraries; their adjustment to courses of study and the daily program; the ethical and economic and pedagogical questions involved in the selection of books for the young, etc. There is little room for doubt that in time a school for teachers that aspires to occupy advanced ground, or work as a leader, will find it necessary to include among its departments, one a part of whose duties will be the giving of positive instruction in this branch.

Besides the Librarian the School has now employed one full assistant, one who gives two hours a day to general library service, and a third who for a portion of the year has assisted in the cataloguing. For the rest a cadet system of library assistance is offered to students. This allows of a dozen or more students a day on duty for an hour each, and for a term of ten weeks, attending to the receiving and dispensing of books to callers. In this way fifty or more juniors and seniors are each year familiarized with the entire library—its books and their handling.

The room in which the library is accommodated is altogether inadequate to the needs. The floor space is 40x50 feet. One wall,

almost the full length of the room, and a part of each end only are available for shelving. The library alcoves occupy the main floor and a gallery. These, together with the table room for librarians, consume one-third of the floor space of the room. What remains is given up to tables for the use of students and readers. About one hundred people can be accommodated, while others clamor for room.

Besides being in contracted quarters, the library is in a distant wing of the main building in great danger in case of fire. The books both in number and quality are well worth housing and protecting in a building of their own.

Student Societies.

Whatever may be his other qualifications the teacher has need to be a ready and accurate user of English—in both speaking and writing. During the years of his preparation he is not likely to receive too much attention in this way, or to have too much practice. The efforts of the Normal School in this direction, great and persistent as they are, are yet inadequate to the need. The problem is one that confronts every school for teachers, and particularly large schools. There is here relatively less hold upon the individual student, while the coveted result—a facile, accurate, choice expression—comes of individual effort and cultivation only. A seemingly disproportioned amount of time is required to do this work well. Much must be left to the personal and incidental efforts of students.

In the Normal School, in addition to the direct requirements of the English department, there is therefore considerable voluntary work of this character. It is not always strictly literary, nor altogether scholastic, though it does have the effect, as it is designed, to cultivate habits of self-possession, command of one's culture, consideration and co-operation among one's fellows, not less than qualities of leadership and efficiency and self-direction, that have a value independent of, and out of all proportion to the influence of books and formal lessons. All such movements, whether of a literary, or religious, or parliamentary character, are recognized, and their formal organization encouraged.

THE LYCEUM.

The voluntary efforts that take on the more purely literary character, appear in the general organization known as The Lyceum. This is an outgrowth of the earlier literary societies of the School, which also did good work in their day, and will doubtless be remembered by former students gratefully. Among these older

societies was one composed of young lady students only, known as the "Pleiades;" the "Zealots" admitting young men only, and the more general and open Lyceum, to which all students were eligible. Besides these, during the service of Miss Mary A. Rice (about 1875) as head of the English department and teacher of Rhetoric, there was organized as an outgrowth of this class work a society known as the "Riceonian." It was an efficient literary society, and attracted many of the best students. There was also kept up for several years the "R. H. Literary Society," named in honor of the Preceptress, Miss Ruth Hoppin, having for its purpose the improvement of the younger members of the School in Literary Composition.

It was about 1880, during the administration of Principal Malcom MacVicar, that the several associations were united under one organization, as stated above, and known as The Lyceum. This comprises four literary societies, operating under one constitution, and with the name held in common. The four branches are known among students as the Adelphic, the Olympic, the Crescent, and the Atheneum, respectively. Each has its own staff of officers and its own internal administration. The membership of each is limited to sixty, and is usually full. The four societies occupy the entire west side of the north wing in both stories. The room accommodations are furnished them by the School, and include, beside the room, fuel and lights. The societies own all furnishings of the rooms, comprising handsome seatings, draperies, carpets and pianos. Their combined membership includes about one-fourth of the School enrollment.

Their regular meetings are held weekly on Friday evenings, and are usually open to such as hold tickets of invitation. Friends of the members, guests of the School and members of the Faculty are always welcome. In addition to these weekly meetings each society has a number of more or less open sessions each semester; and the four together, at least one Lyceum "Public" each year. The "Public" is held under the auspices of The Lyceum Committee, composed of one member from each of the societies, usually the Chairman of the Executive Committee, who also advises with a special Faculty Committee appointed for this purpose. The participants comprise two representatives chosen from each society by

the members themselves. The exercises consist of orations, essays, recitations, reading, and music, with occasional debates and other contests.

The "Public" for the current year was held on the evening of April 5, with a program of orations, representative of Great Britain, France, Germany, Russia, Japan, China, Africa, and the United States, the whole interspersed with music.

THE MOCK CONGRESS.

The membership of this organization is confined to the young men. Its meetings, however, are freely open to visitors, and its exercises are semi-literary. Its deliberations are more formal, and its aim is a familiar acquaintance with, and skill in the practice of parliamentary usage. Its regular meetings are held weekly on Saturday afternoons, and for six months in the year. Its members number fifty, organized as a law-making body, each representing some political district, for whose interests he stands. During the current year the following have been among the questions discussed:

Compulsory Arbitration with Special Reference to the Chicago Strike.
Free Sugar.
The South Carolina Liquor Law.
Alien Ownership of Land.
Government Control of the Railroad.
The Negro Problem from the Standpoint of the Negro.

They have several times been addressed by invited speakers, and have held one public meeting, Friday, April 26. The question discussed at this time was:

Resolved, That the United States Senate Should be Abolished.

THE STUDENTS' CHRISTIAN ASSOCIATION.

The S. C. A. is one of the best known and most prosperous of student societies. It was organized in 1881 for "the promotion of growth in grace and Christian fellowship among its members, and aggressive Christian work, especially by and for the students of the School."

Previous to that time Prof. Estabrook was the soul and spirit of a students' prayer meeting, out of which was formed the S. C. A., on his leaving the Normal, and which has always retained in a very high degree his spirit.

It holds regular weekly meetings, and provides once a month a

public Sunday afternoon address by some invited speaker. Among the lectures, as given during the current year, have been:

Principal Boone—The Multiplication of Influence.
Dr. David E. Smith—Is Christ Divided?
Prof. M. L. D'Ooge—The Piety of the Mind.
Miss Julia A. King—Sacrifice and Self,
Rev. J. W. Bradshaw—How Shall We Know?
Prof. D. Putnam—Christian Reciprocity.
Prof. E. A. Strong—The Doctrine of Gifts.

The Association publishes annually a Hand-Book, or manual of useful information, valuable for the use of new students, and a program of announcements. This pamphlet includes the year's calendar, a map of the City of Ypsilanti, a description of the buildings, a list of the local churches, information concerning the student societies, a register of the club boarding houses, and a very complete directory of the rooming accommodations.

Students wearing S. C. A. badges may be found at the opening of each semester, and especially in September, at the railway station and about the halls and offices of the school building, ready to give information to strangers, or act as guides about the building, and to assist in locating students in rooms and finding board.

During the year each member endeavors to exert a kindly, helpful influence over all his fellow students, especially over those who are young or needing friends.

Public Entertainments.

Not the least valuable and valued among the opportunities for improvement offered by a year's attendance at the Normal School are the numerous lectures and concerts or other entertainments held under the authority of the School, or in connection therewith.

Public platform entertainments have had a more or less prominent place in Normal Hall for years. For several sessions, (since 1886), a Committee of the Council has managed the business, and with great efficiency and general public satisfaction. Among the speakers who have filled engagements in Normal Hall under this direction have been many who have had recognition upon the most distinguished courses elsewhere:

Joseph Cook.
Justin McCarthy.
Hon. R. G. Horr.
Hon. John J. Ingalls.
Hon. Thomas W. Palmer,
George R. Wendling.
Mary A. Livermore.
Dr. Gunsaulus.
Rev. M. J. Savage.
Dr. Lyman Abbott.
Rev. A. A. Willetts.
Robt. J. Burdette.
Leland T. Powers.
Frances E. Willard.
Dr. Geo. C. Lorimer.
Wallace Bruce.
Frank Beard.
Dr. J. Headley.
Prof. David Swing.
Douglass Shirley.
J. Whitcomb Riley.
Hon. J. W. Giddings.
Major Henry C. Dane.
Lieut. Schwatke.
Col. Augustus Jacobson.
Clara Louise Kellogg.
Musin Concert Company.
Hungarian Gypsy Band.
Lotus Glee Club.
Schubert Quartette.
Mendelssohn Quintette.
Boston Symphony Club.
Emerson Concert Company.
London Bell Ringers.
Levy Concert Company.
Swedish Ladies' Chorus.
Boston Quintette Club.
The Jessie Couthoui Company.
The Bernhard-Listemann Sextet Co
Madame Genevieve Johnston-Bishop

During the season of 1894–5 the following course was provided:

1. Concert—Decca Grand Concert Company. Tuesday, Oct. 16.

2. Lecture—Tropical Africa—Rev. Wm. Colledge. Monday, Nov. 5.
3. Lecture—The Reign of the Demagogue—John Temple Graves. Tuesday, Nov. 20.
4. Concert—Mr. and Mrs. Max Heinrich. Tuesday, Nov. 27.
5. Lecture—Company D, the Die-No-Mores—Rev. A. J. Palmer. Monday, Dec. 10.
6. Readings—Wm. Hawley Smith, Tuesday, Jan. 22.
7. Concert—The Normal Choir. Tuesday, Feb. 12.
8. Concert—The Boston Temple Quartette. Wednesday, Feb. 27.
9. Lecture—The Harp of the Senses, or the Secret of Character Building—Prof. J. B. DeMotte. Monday, March 11.
10. Lecture—Savonarola—Rev. William H. Crawford, D.D., Wednesday, March 27.

Tickets for the entire course were sold to citizens at $2.50, and to students at from $1 to $2, according to location. The former are allowed first choice of seats, but are limited to 300 in number. A Committee of the Council, consisting of Professors Barbour, Osband, D'Ooge and George, have had charge of the course.

STUDENT ENTERTAINMENTS.

April 5. The Lyceum Public—A Congress of Nations.

April 26. Mock Congress. A debate—Resolved, That the United States Senate Should be Abolished.

May 10. Normal News Oratorical Contest.

PROFESSIONAL LECTURES.

Dr. A. E. Winship—From Instinct to Genius. Oct. 9.

Dr. G. Stanley Hall—The Study of Children. April 3.

Conservatory Entertainments.

STUDENT RECITALS.

As has heretofore been the custom, Conservatory recitals were given throughout the year, from September to June, every Wednesday at 4 o'clock in the afternoon, except the fourth Wednesday of each month. These are somewhat informal, and have been well attended by both students and citizens. They are under the immediate management and direction of the Faculty of Music, and the practice and public appearance constitute a part of the regular training required and given by the Conservatory.

SPECIAL RECITALS.

Sept. 14. Opening Reception and Musicale.
Oct. 10. Piano Recital by Blanche Deering.
Nov. 10. Piano Recital by Marie Louise Bailey.
Nov. 30. Concert before the Michigan Schoolmasters' Club.
Dec. 11. An Evening of Ballads—Arranged by Mrs. F. H. Pease.
Feb. 6. Term Recitals.
Feb. 12. Concert by Normal Choir—Mendelssohn's "Hymn of Praise,' and Bridge's "Inchcape Rock." (This was the seventh in the list of the Normal School entertainments.)
April 2. A Rubenstein Evening, including a sketch from his life, by Mrs. Austin George; and selections from his compositions.
Mar. 28. Music for Anniversary Day.

FACULTY RECITALS.

Nov. 6. Pianoforte Recital, by Felix Lamond.
Feb. 20. Chamber Concert, by Mrs. F. H. Pease, Alfred Hoffmann, Frank Smith, and Felix Lamond.

CONSERVATORY LECTURE.

Mar. 5. The Symphony—A lecture by Prof. F. H. Pease, with illustrations by piano quartet.

SENIOR RECITALS.

April 30. Mabel Warner and Frank Smith.
May 7. Caroline Parshall, assisted by Mr. Irwin Scrimger.
May 14. Grace Stevens, assisted by Mr. Felix Lamond.
May 21. Winifred Wallin and Mary B. Wood.
May 28. Jane Farnham and Matilda Holmes.
June 3. Pearl Alta Blue, assisted by Mr. Mills.

Friday Conversations.

Regularly, with few exceptions, the Friday afternoon conversations by the Preceptress, Miss Julia A. King, have been kept up this year, much as heretofore. The themes have varied, as might be expected; being now literary, now conventional, sometimes religious, occasionally personal; but always with an ethical aim and very helpful.

Among the more formal topics discussed were, for the first semester:

Truth, Truth-seeking, Truth-finding, Truth-knowing, Truth-living, Truth-loving.

Later, three afternoons were given to a discussion of Dress and the Conventional in Manners.

Other topics have been:

Thomas Wingfold, Curate—a study in intellectual honesty.
Jean Valjean, or the Contagion of Trust.
The College Settlement, by Miss Mary B. Putnam.
Life in a College Town, by Mrs. M. E. S. Boone.

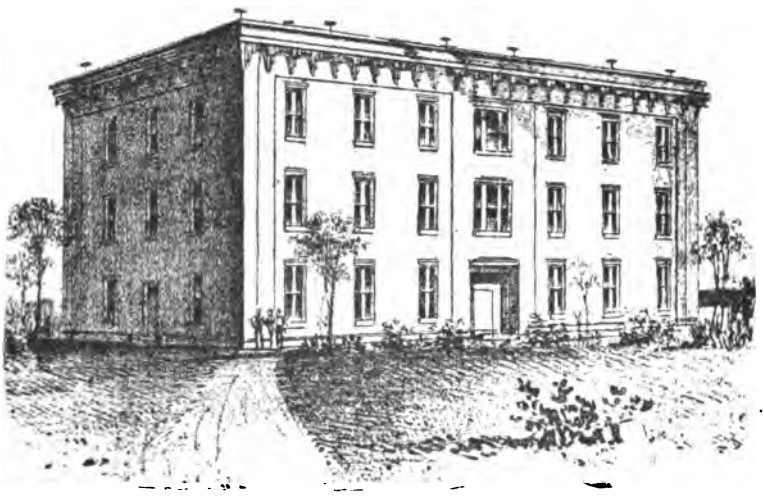
Among other speakers were the Principal, Prof. D'Ooge, Prof. Putnam and Miss N. J. Deane. The ladies of the Faculty joined in the weekly meeting. A few times the young men were invited to be present.

Anniversary Day.

Forty-six years ago, on the 28th of March, 1849, the Legislative bill providing for the establishment of the Michigan State Normal School became a law. The forty-fifth anniversary, therefore, of the event occurred during the present year. It was early determined to commemorate the founding of the institution by appropriate exercises. It need scarcely be said, certainly among acquaintances of the School, that its honorable history of almost half a century would have justified far more elaborate preparations than were made. The stirring events connected with the institution's birth are yet fresh in the memory of not a few citizens in southern Michigan and elsewhere.

At that time there were but five such schools in this country. Four of them were in New England. The single precedent for such institution west of the Alleghanies was the normal school at Albany, N. Y., founded but five years before and made famous in the administration of David D. Page.

Michigan had been a State twelve years. Her total population, as shown by the census of 1850, was 397,654, with 115,000 children of school age, and 102,000 in school (public or private) at some time during the year. The State had 4,053 teachers. Schools throughout the State, including those in cities, were open an average length of five and a-half months in the year. The terms were sometimes longer; in many places shorter. The wages paid male teachers averaged (1850), $14.14 a month; female teachers, $6.46. This was exclusive of board, and amounted to $80 a school year for the former, and $34 for the latter. The entire amount of money raised for schools by the several districts of the State was less than $75,000; the sum paid for teachers' wages, on rate bills, during the same time, was $29,717.88. And yet the schools were called free schools.



ORIGINAL NORMAL SCHOOL BUILDING. ERECTED IN 1852.

For the college year ending July, 1849, the enrollment in the University was 84. The expenditures for the year aggregated $11,289. There was no railroad in the State north of the Michigan Central main line, running from Detroit through Jackson, Battle Creek, Kalamazoo, and Niles, to Chicago. Only the two lower tiers of counties were touched by this road. Moreover the population of these counties and the three or four others within practicable reach of Ypsilanti, was 329,000. The same counties also had but 3,191 teachers.

It was under such circumstances that the movement originated which led to the founding of a Normal School and its location at Ypsilanti. The first Union School (Jonesville) had been established but five years. The utility and practicability of teachers' institutes were just being discussed. The first one in the State was held the same year (1849) at Jackson. The Northwestern Educational Society had just been organized in Chicago (1847), and a State Educational Society later, in the same year, in Michigan. In the report of the Superintendent of Public Instruction for 1848 appears the following paragraph:

"In the three thousand school districts of the State there are

upward of one hundred thousand children to be educated. The question naturally arises, How shall we provide competent teachers for this army of youth, to whom are to be intrusted the future destinies of the Peninsular State? Two methods have been proposed. One is to invite the redundancy of teachers at the East, and especially those of New England to supply the educational wants of our State, through the agency of the Board of National Popular Education. The other method is to train up a supply of competent teachers at home."

Of course all this had been prefaced by much discussion among teachers throughout the State, and others interested in education. The sentiment was beginning to take definite form.

In the Legislature of that year (1848) several bills were introduced touching education, including one to establish temporary normal schools or teachers' institutes. The Senate indeed succeeded in passing a bill providing that one of the two remaining branches (Kalamazoo and Romeo) of the University, should be established as a State Normal School. Nothing came of the movement, however, except to inspire further attempts. These culminated during the Legislature of 1849, in an act to establish a "State Normal School, to be located at some point on the Michigan Central road, and to receive for its endowment twenty-five sections of Salt Spring lands." The income from the endowment has been small. Five cities competed for the location. Ypsilanti offered $13,500 and a site, and was given the school. The building, a cut of which is inserted, was completed during the fall of 1852. A preliminary session was held October 5 of that year. Adonijah S. Welch, then Principal of the Jonesville Union School, was chosen first Principal of the Normal School. He held the position for twelve years. With him were associated at the opening: Miss A. C. Rogers, who was Preceptress; J. M. B. Sill, the Languages; Prof. O. Jackson, Mathematics, and Miss H. K. Clapp, who had charge of the Model School.

The regular first term began March 29, 1853.

The Normal School exercises commemorative of the events thus briefly recounted, were held as has been mentioned, Thursday, March 28, 1895. The following program was presented:

PROGRAM—NORMAL HALL, 2 P. M.

Duet and Chorus—By Thee with Bliss.....Haydn
Miss Mary Wood—Mr. Gareissen.

Invocation.....Rev. Bastian Smits

Choral—Dedication Hymn.

A Welcome.....Principal Boone

On Behalf of the State Board of Education.....Hon. Perry F. Powers

Song and Chorus—Belle Brandon.....Lockett
Miss Mabel Warner.

On Behalf of the State.....Gov. John T. Rich

Solo and Chorus—Daughter of Error.....Bishop
Miss Louise George.

Address—On Behalf of The Teachers of the State.....Hon. H. R. Pattengill

Quartet—Lorena.....Webster
Misses Gareissen, Ackerman, Benedict—Mr. Gareissen.

Address—A Sketch of the Steps in the Evolution of the Teaching Profession in Michigan*.....Prof. Daniel Putnam

Chorus—O! Hail Us Ye Free!.....Verdi

*This address has been published separately, and may be had upon application to the Clerk.

Joseph Estabrook,

DIED SEPT. 29. 1894.

Professor Joseph Estabrook, third Principal of the State Normal School, was born at Bath, New Hampshire, of Puritan stock, July 3, 1820. From New York, whither his father had removed with his family (1833), Joseph Estabrook, jr., started for the West in 1838, locating near Clinton in Lenawee County, Michigan; and in 1840 entered the preparatory school at Tecumseh, this State, one of the branches of the University.

The year of 1842 he spent at a classical school at Clinton. He entered college at Oberlin, Ohio, in the summer of 1843. He took his first degree in 1847, the Masters' degree being conferred upon him six years later.

Prior to his entering college Mr. Estabrook had spent several winters in teaching, as also during his four years at Oberlin; and following his graduation taught at Tecumseh, Franklin and Clinton for six years. In 1853 he became Principal of the Union School at Ypsilanti, which for fifteen years was so administered as to be in fact, though not in name, a preparatory school to the University. From Ypsilanti in 1867 Mr. Estabrook went to East Saginaw as the first superintendent and organizer of the school system of that city.

In 1871 he became Principal of the Michigan State Normal School. For nine years he served his State here as an example to teachers in unselfish devotion to duty, and a large-hearted interest in youth.

During the summer of 1864, in the heat of the Civil War, as a member of the United States Christian Commission, Professor Estabrook, while in charge of the Ypsilanti Seminary, went to the front, working not only in the hospitals, but with the soldiers in the field.

Almost throughout his administration of the Normal School he

was also a Regent of the University where, a co-laborer has said, "His learning, ability and cool and excellent judgment were of great benefit to the growing institution."

Olivet College had been established a generation before, (1840), and in 1880, with much persuasion, though glad at heart, as remembering his college life at Oberlin. he took charge of a newly established normal department at Olivet. In addition to his arduous duties here, he held for two terms (1886–1890) the office of Superintendent of Public Instruction for the State. For many years he served as a member of the Board of Education in Olivet; and for seven years as assistant pastor and preacher. The degree of Doctor of Divinity was conferred upon him by Oberlin in 1894.

He died Saturday, Sept. 29, 1894. The interment took place at Olivet, Tuesday, Oct. 2, when brief funeral services were held. On the following Sunday evening, Oct. 7, the citizens of Ypsilanti, the Faculty of the Normal School and students, joined in memorial services at the M. E. Church, Ypsilanti. At this meeting Prof. Geo. N. Ellis represented Olivet College. Addresses were made appropriate to the occasion by Principal Boone, Mr. D. B. Greene, Prof. J. P. Vroman, Hon. Perry F. Powers, Prof. Putnam, and Hon. E. P. Allen. On Thursday, Oct. 25, similar commemorative exercsses were held at Olivet.

Prof. Estabrook will long be remembered for the nobility of his life, and the unselfishness of his service in whatever position.

The Pedagogical Club.

There has been maintained since 1885, except for the year 1890, a Pedagogical Club composed of members of the Faculty. It is a purely voluntary organization having only an incidental connection with the School. It elects its own officers and determines its own program. The purpose of the Club is, through a somewhat informal discussion of carefully prepared papers, to consider important; *i. e.*, permanently significant, educational questions; and particularly, though not narrowly, from the normal school point of view.

Some of the more recent of the papers have been published in monograph form, as noted below. Others were preserved simply in outline. Among the more important of such conferences in the past have been upon:

Quintilian and His Teachings.
John Amos Comenius.
The Study of the Ancient Classics.
The Physical Sciences.
The Study of Music.
The General Government and Education in Michigan.
The Study of Psychology and Its Application to Teaching.
History in Its Relation to the Normal School.

During the school year of 1893–4 a half-dozen meetings were given to The Unification of School Work. The formal papers were as follows:

1. Education as a Dialectic Process—The Principal.
2. Languages as a Center of Instruction—Prof. A. Lodeman.
3. History as a Unifying Element in a Course of Study—Prof. Julia A. King.
4. Concentration of Studies with Science as a Basis—Prof. E. A. Strong.
5. Selection of the Subject Matter of Instruction—Prof. D. Putnam.

During the current year the discussions have for the most part clustered about department reports upon the newest or recent literature and the bibliography of their several subjects. Some of these bibliographical papers are quite complete and valuable; and while occasionally too technical to attract general attention, are of peculiar interest to specialists in these lines in similar schools.

Faculty Publications.

As among the more important contributions to the public discussion of questions in their several departments, the following publications of the members of the Faculty for the current year are noted:

1. Victor Hugo in the Estimation of His Countrymen—Modern Language Notes, April, 1895—Prof. A. Lodeman.
2. Book Reviews in National and Modern Language Notes—Prof. A. Lodeman.
3. The Higher Normal Schools of Paris—Normal News, April, 1895—Prof. A. Lodeman.
4. Illustrations in Monthly Illustrator, February, 1895—Miss Hilda Lodeman.
5. Illustrations for Horticultural Bulletins of Cornell University—Miss Hilda Lodeman.
6. The Normal School for Women at Fontenay aux Rous—Normal News—Miss Hilda Lodeman.
7. Plane and Solid Geometry with Prof. W. W. Beman—Dr. D. E. Smith.
8. Geometry Tablets—Dr. D. E. Smith.
9. Review of Cajore's History of Mathematics—Mathematical Bulletin—Dr. D. E. Smith.
10. Sex in Mathematics—Mathematical Review, May, 1895—Dr. D. E. Smith.
11. Review of Mathematical Report of the Committee of Ten—Dr. D. E Smith.
12. The Pedagogy of Arithmetic—Dr. D. E. Smith.
13. The German Seminare—Dr. D. E. Smith.
14. The French Normal Schools—Dr. D. E. Smith.
15. Latin Composition Tablet—Prof. B. L. D'Ooge.
16. Selections from the Vini Romæ—Prof. B. L. D'Ooge.
17. Proverbs of Proverbial Expression in Cicero—Prof. B. L. D'Ooge.
18. Manual of Pedagogy—Prof. Daniel Putnam.
19. Platycnemic Man in New York—W. H. Sherzer. Published in the Thirteenth Annual Report of the State Geologist (New York); Vol. II, pages 659–683.

The Curriculum.

In addition to the subjects required of students for entrance, (see page 25), preparatory instruction is offered in certain others. These include a term in Elementary Physics, to meet the needs of candidates for teachers' second grade license; and one year each in Latin and German for those who wish to enter the Language course.

The list of subjects offered in the Preparatory course is as follows:

Reading and Orthoëpy		20 weeks
Grammar		20 weeks
United States History		20 weeks
Civil Government		20 weeks
Arithmetic		20 weeks
Algebra I		20 weeks
Geography		20 weeks
Physiology		20 weeks
Elementary Physics		20 weeks
Latin I and II.	For entrance upon Language Courses.	40 weeks
German I and II.		40 weeks

1. The regular course of instruction for the Normal School covers four years of study. All other and shorter courses are derived from this. This full course presupposes such elementary preparatory training as is indicated in the paragraph on "Conditions of Admission." (See page 25). To have completed this course satisfactorily entitles the student to a diploma of the School, and a teachers' certificate, valid for life throughout the State.

2. The first three of these four years of work constitute a brief course, requiring the same preparation, and leading to a teachers' limited state certificate, entitling the holder to teach in any county of the state for a period of five years.

For graduates of such high schools as have, upon examination, been approved by the Normal School authorities, there are provided two courses to correspond with 1 and 2.

3. The diploma course for such high school graduates requires, regularly, two years for its completion, and entitles the holder of such diploma to a teachers' life license good throughout the State.

4. The certificate course for high school graduates covers one year of purely professional study whose completion is accompanied by a five year state teachers' certificate.

5. The college graduate course requires one semester of professional work, to be taken at the Normal School, whatever may have been the candidate's course elsewhere. It leads to a diploma with the degree B. Pd., accompanied by a life certificate, valid as a teachers' license throughout the State.

COURSES OFFERED.

The following outline will make clear the relations of these courses:

1. Full diploma course, four years; life certificate.
2. Full certificate course, three years; limited five year certificate.
3. Short diploma course, for high school graduates, two years; life certificate.
4. Short certificate course, for high school graduates, one year (professional); limited five year certificate.
5. College graduate course, five months (professional); life certificate; degree of B. Pd.

Four daily studies pursued for forty weeks constitute the requirement for one school year. This means a credit of 160 weeks. To have completed four such years (640 weeks) of work, entitles the student to the diploma and life certificate mentioned above; three years (480 weeks) to a limited state certificate.

More than four studies will not be allowed to any student except upon request being filed, with reasons, and with the consent of the Principal. Such additional study must be selected from outside the list of prescribed subjects; and will not operate to shorten the course either for certificate or diploma, except by a vote of the Council. Less than the prescribed amount of work will be required of students when, in the judgment of the Principal, their standing makes it advisable.

The tendency of students at the Normal School, and especially new students, is to overwork; at least to undertake more studies

than can be carried well. They will have pursued five, six, and even more at times, in high schools, before coming to Ypsilanti. It seems but play to confine themselves to four. But the large amount of library and written work required, the time spent in laboratories, and the generally more critical reviews insisted upon in the class-room, make the effort to carry four hours a day quite sufficient for the average student. The influence of the Faculty and the experience of the School are almost uniformly against any increase of work except in the most marked cases of ability and maturity.

THE GENERAL PLAN.

The sentiment of normal schools as of most other educational institutions, and especially of the Michigan Normal School, has been steadily growing in recent years toward favoring a guarded open system. Twenty years ago when the development of the language courses began, certain options were allowed, as between Latin and German. In the accompanying scientific courses there was a choice between the physical and biological sciences. Upon the reorganization of the courses (in 1881) it was provided that Latin, German or French might be substituted for certain named subjects in the Scientific, the Literary, and the Art courses.

In 1886 the Curriculum was expanded into eight independent courses, without either elections or substitutes. The next year, a cross between the scientific and a shorter language course was offered, in which certain of the sciences were dropped, and German or French substituted.

In 1890 there were offered nine four year courses, and two of three years each. In the three year courses one fourth of the work was published as elective. In the nine long courses there was an average of 104 weeks of elective work to each, or a little more than 16 per cent. The scientific and classical courses had fewest electives, scarcely 6 per cent. The literary-scientific course offered most electives—250 weeks in a total of 640 weeks, or nearly 40 per cent. The year following, the electives in the long courses were diminished by two-thirds. In three of them the entire course was prescribed. The number of long courses had been increased to eleven. The options were among these rather than among subjects. It need scarcely be said that to the extent that

these groups of subjects were real courses—strands of related branches—this limiting the number of subject electives was a positive gain.

In the recent reorganization of the course certain principles were recognized and followed, as conditioning its matter and arrangement.

1. It should offer a fairly continuous line of related subjects. Scrappiness must be avoided. Eighty weeks of credit for a semester in four subjects are to be preferred to the same credit in five or more. In the foreign languages no credit is allowed for less than two years of work. In the prescribed academic groups (English, History, Science, and Mathematics), three semesters of each are required. Profit comes to the student from having pursued a subject, any subject, long enough to have acquired a habit of careful, logical, connected thinking.

2. The course, however, should neglect no important subject which the candidate is likely to be called upon to teach. The condition of education, and the schools and teaching in the State, must be recognized as influencing the course of study to be offered in the Normal School.

3. Neither should the course omit any of the great groups of knowledge or instruments of training. Whatever may be a student's preferences, his four years of preparation for teaching should have made him fairly familiar with English, as to its grammar, rhetoric and literature, with the nature and conditions of citizenship, and the forces that have made and are making for civilization especially in recent times and in our own land, with one or more of the important groups of Physical Science, and with Mathematics.

4. Throughout its course, also, the School should emphasize the professional aspects of all its teaching as the distinguishing feature of such school. There must therefore be a certain, a maximum amount, of professional work, having to do with the nature and problems of education, both concerning the individual and society; an acquaintance with the history of culture and the conditions of its progress; the nature of the child to be taught and his predispositions, not to say a ready and masterful knowledge of the subjects of instruction as instruments of training. The move-

ment of the true normal school would seem to be toward an emphasis of this aspect of its teaching.

In addition to the prescribed work included under items 2, 3 and 4 above, the principle of choice among possible special lines of study to be pursued through two or more years should be recognized.

At present, of the 640 weeks of work in the four year course, the required work amounts to 70 per cent; in the full certificate (three year) course, to 77 per cent.

This prescribed matter is distributed as follows:

1. English, three semesters.....60 weeks
2. Science (Botany and Physics), three semesters..60 weeks
3. History, three semesters.....60 weeks
4. Mathematics, three semesters.....60 weeks
5. Teachers' Reviews .....50 weeks
   - (1) Grammar.....10 weeks
   - (2) Arithmetic.....10 weeks
   - (3) Geography.....10 weeks
   - (4) Physiology.....10 weeks
   - (5) History.....10 weeks
6. Professional Subjects.....140 weeks
   - (1) Psychology.....20 weeks
   - (2) Applied Psychology.....20 weeks
   - (3) Method work.....20 weeks
   - (4) Laboratory Practice.....10 weeks
   - (5) History of Education.....10 weeks
   - (6) Science of Education.....20 weeks
   - (7) Teaching.....40 weeks
7. Elementary Drawing.....20 weeks

The elective subjects appear in the Conspectus of Courses in columns under the head "Elective." These are to be selected under the direction of the Principal, or with the advice of the head of some department to whom the student is assigned.

COURSES FOR GRADUATES OF APPROVED HIGH SCHOOLS.

Graduates of approved high schools (see list on pages 31–32) desiring to enter the Normal School, must bring from the Superintendent or Principal, a statement upon a blank which will be furnished on application, in substance as follows:

..... HIGH SCHOOL.

This certifies that ..... was graduated in the above named

high school in the year ...., having satisfactorily completed a course of studies which included the following branches:

Algebra,	Rhetoric,	Civics,
Arithmetic,	English Literature,	English History,
Geometry,	Geography,	Botany, Physics, and
Grammar,	U. S. History,	Drawing.

(The requirements in each of the branches are set forth in the printed blank.)

I further certify that the above named candidate is a person of good moral character, of good ability, and of good scholarship, and in my judgment, gives promise of becoming a good teacher.

[Signed,] .....,
Supt. or Principal.

If the person recommended has not satisfactorily completed any of the studies named in the above statement, such studies and any others in which a student is found to be deficient, must be taken in the Normal School. On the other hand, if the candidate has done other work, for which credit is desired, the blanks provide for a full statement of the same.

SHORT CERTIFICATE COURSE—(ONE YEAR.)

This course for high school graduates consists entirely of professional work (including the teachers' reviews), and leads to a limited certificate, valid throughout the State for a period of five years.

The following schedule will indicate the kind of work prescribed, and its distribution through the year:

1st Semester.
1. Psychology. | Psychology Applied.
2. Psychology. | Psychology Applied.
3. Teachers' Review in Reading and Geography.
4. Teachers' Review in Arithmetic and Grammar.

2d Semester.
1. 2. 3. Teaching.
4. Laboratory Practice. History of Education.
5. Method Work in Common Branches.

A corresponding short course in Kindergarten Instruction is also provided for graduates of approved high schools. The two are alike, except that in the latter a ten weeks' term in Kindergarten Music is required during the second semester; and Kinder-

garten Instruction takes the place of certain of the teachers' reviews. The course is as follows:

1st Semester.

1. Psychology. | Psychology Applied.
2. Psychology. | Psychology Applied.
3.
4. Teachers' Reviews in Arithmetic and Grammar
5. Method Work in Common Branches.
6. Kindergarten Instruction.

2d Semester.

1. 2. 3. Teaching.
4. Laboratory Practice. History of Education.
5. Music.

SHORT DIPLOMA COURSE—(TWO YEARS.)

The two year course for graduates of approved high schools is as follows:

JUNIOR YEAR.

First Semester.		*Second Semester.*	
Psychology. Arithmetic. Grammar. Geography.	50 weeks.	Psychology Applied. Laboratory Practice. Science of Government.	40 weeks.
Elective 30 weeks.		Elective 40 weeks.	

SENIOR YEAR.

First Semester		*Second Semester.*	
Physiology. History of Education. Meth. in Common Branches.	40 weeks.	Science of Education. Teaching.	60 weeks.
Elective 30 weeks.		Elective 20 weeks.	

Of the 320 weeks of work required to complete this course, it will be observed that the work of 190 weeks is prescribed. All persons who complete this course must take the prescribed work.

In addition to this there are 130 weeks of elective work.

(1) This may be selected from the several departments under the advice of the Principal. In such case the following work must be included in the selection:

Mathematics.....20 weeks
English.....20 weeks
Science.....20 weeks
History.....20 weeks

Students who desire to do so, may, at the beginning of their course, select their elective work from one department, or from one group of related subjects, and may continue in such special

course if, after trial, they prove themselves able to do this with credit and advantage to themselves. Such students, however, must make their selection of studies under the advice and direction of the Principal and the head of the department in which their work is mainly taken.

Such students will, upon graduation from the Normal School, have had a good general course, comprising all of the elementary and the usual secondary subjects as well, and so be fairly well qualified for teaching in the grades, or for giving ordinary high school instruction. But they will also have had from three to six years each of some elected specialty, and so be fitted to do acceptable teaching in some narrower line and in a more authoritative way. For the current year, there have been employed, or are open to employment, seniors fitted for a superior quality of secondary instruction in a half dozen departments.

COURSE FOR COLLEGE GRADUATES.

Among college graduates who are planning to teach there is an encouraging tendency to add to their scholastic training obtained in the higher institutions the more detailed and practical study of school questions within the Normal School. There is a constant regret felt both by the Faculty and candidates who undertake the course, that the time for this class cannot be extended to one year. The work covers five months (either semester), and is open to all persons holding any academic degree from the University of Michigan, or from any incorporated college of accepted standing.

It is provided, however, that the academic work done in college, and upon which standings are asked, must be equivalent to the requirements made of Normal students for the same degree.

The complete course is as follows:

1. Applied Psychology.....20 weeks
2. Method work.....30 weeks
3. History of Education.....10 weeks
4. Practice Teaching and Supervision.....20 weeks

All work must be done in residence.

In addition to the eighty weeks of work mentioned each applicant must show by examination or otherwise that he has a thorough knowledge of Spelling and Orthœpy, Grammar, Geog-

raphy, Arithmetic, History (U. S.), Civil Government, and Hygienic Physiology.

The course leads to a life certificate and license to teach, valid throughout the schools of Michigan, and entitles the holder to the degree of Bachelor of Pedagogics.

ADVANCED COURSES.

Advanced courses also are offered in most departments, each leading to a certificate, a diploma, and the degree of Bachelor of Pedagogics (B. Pd.), and covering, in addition to that noted above, (in the four year course) three hundred and twenty weeks of work, as follows:

(1) At least eighty (80) weeks must be selected from the advanced professional courses enumerated below.

(2) The remaining studies shall include all the work offered by at least two of the following departments: English, History, Mathematics, Ancient Classics, Modern Classics, Physical Science, and Natural Science, in which studies the applicant does not already hold credits.

(3) In whatever line of specialty, at least one hundred sixty weeks of this advanced work must be taken in residence at the Normal School, and the remainder under the immediate direction of the departments concerned.

Provisions are made for taking the Master's degree as follows:

Any person holding the degree of Bachelor of Pedagogics of the Michigan State Normal School, may upon application, receive the degree of Master of Pedagogics upon the following conditions:

(*a*) He shall furnish evidence satisfactory to the Faculty that he has been engaged in teaching or in school supervision continuously and with pronounced success for five years since receiving the Bachelor's degree.

(*b*) He shall prepare and present a thesis acceptable to the said Faculty, upon some subject connected with the History, Science, or Art of Education, the Faculty reserving the right to assign the subject of such thesis.

Advanced work is offered as follows:

Educational Systems and Theories.....10 weeks
Advanced Practice Teaching and Supervision.....20 weeks

Meteorology.....10 weeks
General Geometry and Calculus.....20 weeks
United States Constitutional History.....20 weeks
Latin XI.....20 weeks
Latin XII.....20 weeks
Greek VII.....20 weeks
Greek VIII.....20 weeks
Studies in German and French Literature.....20 weeks

THE CONSPECTUS OF COURSES.

On the accompanying pages is given a tabular exhibit of the required and elective work. In column three are the prescribed subjects as enumerated on a preceding page. Attention is called to the following facts concerning their arrangement: Mathematics and Physics follow consecutively through the first five semesters. Rhetoric, English History, English Literature, and American Literature, constitute another group in the order given. English History, U. S. History, and Civil Government, make a like sequence. The teachers' reviews in Arithmetic, Geography, and Physiology, presuppose whatever related academic work is prescribed. General and Applied Psychology and its application in teaching, presuppose both the academic subjects involved and the teachers' reviews.

In each of the first five semesters sixty weeks are given to prescribed studies, and twenty weeks to elective. In the sixth semester there are fifty weeks of electives; in the seventh and eighth, twenty weeks each. These 190 weeks of electives may be taken from any of the subjects offered in columns four to fourteen, inclusive, (see Conspectus of Courses), for which the student is qualified.

No substitutes are allowed for the subjects prescribed. If a language be elected, the following conditions should be observed: Except in French, the first year (beginning of the subject) is considered as preparatory work; credit is allowed for not less than four semesters of study, except there be two languages taken, in which case the Principal and heads of these departments will fix the proportion of each. If Science be chosen, at least three of the elected semesters must be in one science. The electives (190 weeks in the four year course) are to be taken under the direction of some one department, and with the concurrence of the Principal. Most of the elective courses, as in Mathematics, or English, or Science, beyond the prescribed parts, are followed by a ten or twenty weeks

term in method work for such subjects. At present the Conspectus shows among such electives: Method in Drawing, Physical Training, Secondary Mathematics, Science, History, the Ancient Classics, Modern Classics, and Music.

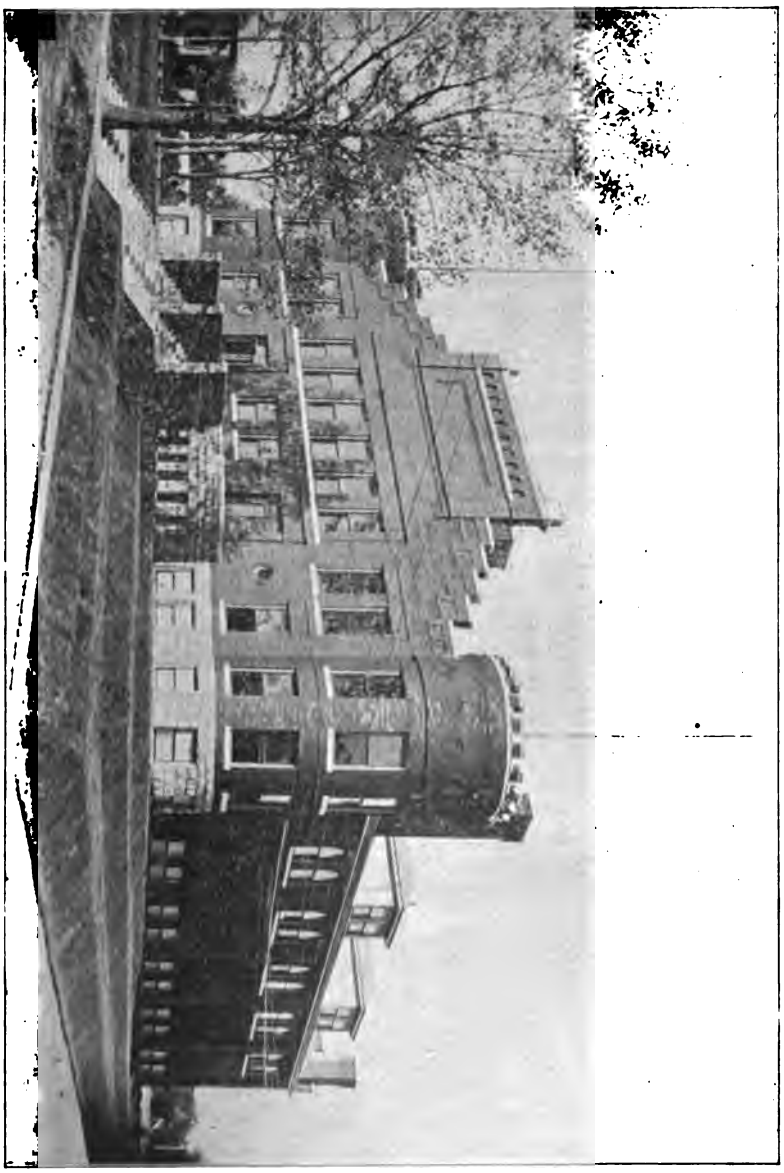
The aggregate of elective work offered is 1,590 weeks; of required work for the diploma course, 450 weeks.

DEPARTMENT REPORTS.

In a system involving elective courses and subjects, it is quite important to discriminate between courses and subjects which are merely offered, and those that have actually been given. The following statements from the several heads of departments are given to show what work has actually been done by them during the current year in their respective lines. Classes have been formed in certain subjects but once in the year; in others twice; in others again, every quarter. The department report is meant to exhibit rather what the School is doing, and the conditions under which it is being done, than what any particular class has accomplished.

Within certain limits the several departments are distinct and relatively independent. The composition of the courses is determined by the Council as a whole. Eight of the departments are represented in the prescribed subjects. Music (except in the Kindergarten Course) and the Foreign Languages are purely elective. Among the required subjects the proportions of each in any course are carefully considered. Every precaution is taken to integrate the work, and avoid antagonism and dissipation of energy and effects through conflicting claims of instructors or studies.

Nevertheless, in the administration of its own affairs each department is autonomous. The sequence of its subjects, the multiplication of courses, credits for non-resident work, and all class standings of pupils, are matters left chiefly to the several heads of departments. Each is given every reasonable encouragement to build up his work and make it as efficient and attractive as may be with the available time and equipments.



NORMAL SCHOOL GYMNASIUM. ERECTED IN 1894.

Explanation of Courses.

Psychology and Pedagogy.

This course precedes the special courses in methods of teaching the various branches, and is designed to prepare the student to receive such special instruction with advantage.

(1) It includes the study for one full semester of twenty weeks of the Elements of Psychology, embracing the elementary principles of both mental and moral science. The truth is recognized that the art of teaching must be based upon the science of education, and that the science of education has its ultimate basis in the science of mind. Methods of teaching can be only empirical to those who possess no knowledge of the powers of the soul, or of the various modes of mental activity.

(2) After this preliminary study of the mind, instruction is given for twenty weeks in the General Applications of Psychology to the theory of education, including the subjects of school organization, school government, and related topics.

The discussions under this head include a consideration of the nature and purposes of education; of the agencies and forces employed in the work of educating the child; the province and work of schools and teachers; and the extent and limitation of their responsibility.

The order in which both the physical and mental powers are developed; the conditions of harmonious and healthy development, and the means by which such development is best secured, are also considered.

From the laws of development and from the fundamental laws of the mind's activity, which together constitute the most essential principles of the science of education or pedagogics, both general and special laws of teaching and pedagogy are deduced. An effort is made, by familiar illustrations and examples, to show the practi-

cal value of these laws in the work of the school and in the class room. Special application of these laws to particular branches of instruction are made by the heads of the various departments, and also by those in charge of the Training School. These two courses are designed to fix the quality and direction of method work in a general way throughout the School.

(3) Instruction is given in respect to the School System and School Laws of Michigan; and in this connection the duties, obligations, and rights of teachers, are considered. Attention is also given to the powers and duties of School Boards, of Superintendents and Principals of graded schools, and the subordinate teachers in such schools.

The character of ungraded schools; the peculiar nature of graded schools; the principles which should guide in the promotion of pupils; modes of examination with their benefits and evils, and other related topics, are fully discussed.

(4) The History of Education occupies half of one semester. Attention is given to the history of schools, of school systems, and of education generally. Instruction is given partly by lectures with references for abundant reading, and partly by the use of a text book.

The progressive development of methods of teaching is illustrated by reference to the lives, labors, and principles of the great leaders of educational reform and advancement. In this way the relation of the present to the past is clearly shown, and the direction of real progress is discovered.

(5) The Science of Education is offered during the second semester of the fourth year. The course will be chiefly by lectures and discussions, accompanied by special assigned readings and individual studies. No text will be used, but Rosekranz's "Philosophy of Education," Herbart's "Science of Education," and Everett's "Science of Thought," will be assigned, in one of which each student will be called upon for careful study in addition to the lectures and discussions.

(6) The advanced courses, leading to the degree of Bachelor of Pedagogics, include more extended study and instruction in Psychology, embracing the principles of moral as well as mental science; and an examination of portions of the history of philos-

ophy, especially with reference to its connection with systems of education, and a more extended study of educational history, of systems of education, of general methods of instruction, and of educational literature. The seminary methods will be adopted so far as circumstances will permit.

TEXT AND SPECIAL REFERENCE BOOKS.

Psychology.....Putnam
References—Sully, Dewey, James.

Applied Psychology, (Pedagogics).....Putnam
References—Fitch, Lange and others.

History of Education.....Painter, Browning, Quick
References—Boone, Williams, Laurie, DeGuimps, Compayre.

History and Science of Government.

Examinations preparatory to the course will be given in September, 1895, as mentioned on a previous page under "Conditions of Admission."

The questions given in United States History will include a test on:

(1) The main parts in the national history.

(2) The ability to put facts into their causal relation.

(3) An insight into the meaning of facts, and an intelligent use of the same.

The test in Civil Government will include:

(1) The township, its origin, development, and influence, with specific work on the Michigan township.

(2) The development of the local town into general colonial government, the main features of the government in each colony, and the establishment of the State of Michigan and details of its government.

(3) The political relations of the colonies to England, the change of sovereignty, the new government under the forms of Continential Congress, the confederation, and the constitution. The working of the Constitutional Government in detail.

United States History.—This subject embraces only one semester, but on account of its bearing upon history in the public schools, is one of the greatest importance.

To enter upon the study intelligently the student must be able to pass the examination indicated above, and have had one semester in English history. The class in this subject has during the year devoted one day each week to the study of current history. The literature of the day supplied abundant material. Each pupil, after ten weeks of general discussion and reading, selected a topic of personal interest upon which, at the end of the semester, he submitted a thesis. The thesis represented the individual study and thinking of each pupil. Such study afforded opportunity for becoming familiar with topics of public interest, but the help which the work gave in enabling the student to get the mastery of his own powers was worth more to him than all that he learned.

English History.—This forms a separate course complete in itself. It includes one semester in the study of the narrative, and one semester with the English Constitution, in its growth and workings.

The narrative history, when taken in the high school, in a daily recitation for twenty weeks is credited on the course. The study of the English Constitution, or the work in the Institutes of General History is the course preferred in the senior year.

General History.—This course embraces, first, the several sections of Grecian, Roman, and Continental History, work in which is almost exclusively by outlines, and is determined by the studies in connection with which it is taken. Second, Institutes of History, which is supplementary to the preceding and investigates only those great movements which have been prominent in their influence upon civilization.

SCIENCE OF GOVERNMENT.

This is intended to be a study of the Elements of Political Science with special reference to an understanding of the underlying principles of our own system of government. A rapid review of the matter of ordinary Civil Government with this end in view, forms part of the course.

This course may profitably be followed by the work in Political Economy, which is an elementary study of some of the fundamental principles of that science, with such reading on topics of present interest as the class are prepared to do.

Professional Work.—This year, for the first time, some attempt has been made to prepare teachers in general history for the grades. The class was large and enthusiastic, and it is hoped that practical results were reached. The work progressed along three lines:

(1) The consideration and selection of those historical ideas which, fundamental in themselves, are of the greatest educative value.

(2) Collecting and adapting the material by which to unfold and exhibit these ideas. At every step the material was most abundant and much of it published in a form ready for class use. It was arranged in groups corresponding to the grades of the schools, beginning with the stories and myths of nature for the early primary, followed by primitive home studies and stories of special days. The single home led to community of homes and all the ideas of intercourse, invention, etc., into local history of the State, pioneer stories. This again was followed by stories of heroic deeds in winning freedom, and types in other peoples. Types in men, colonies, and events in our own history were followed by the choice of a few books in history and literature for the seventh and eighth grades.

(3) The use of the material in the school room. Here the class held steadily to the thought that results of the teaching were to be realized in the mind itself rather than in accumulated knowledge.

The discussion had regard to:

(a) The educative value as awakening interest, stimulating activity, forming character.

(b) The association between the parts of the work, the binding the parts into a compact, historical whole.

(c) The corelation with other subjects, as with the nature studies, the geography studies, the language and literature studies.

This is only a rough outline of the work accomplished by the class, and does not take into account the large use of the library, both in search of the material and in preparation for the pedagogical discussion.

Conservatory of Music.

RELATION TO THE STATE NORMAL SCHOOL.

The course in Vocal Music, Voice Culture and Harmony in the Normal School is sufficiently long and thorough to prepare teachers to give the instruction usually required in these subjects in public schools. Yet there is a strong demand for teachers who can do

more advanced work than this course contemplates. In view of this fact, the State Board of Education arranged that the Professor of Music in the Normal School should organize and become the Director of the Normal Conservatory of Music; thus providing, without any additional expense to the State, ample opportunities to pupils in the Normal School, and others, to pursue to any desired extent, at their own cost, under the tuition of able and efficient instructors, the study and practice of vocal and instrumental music, especially singing, piano, organ, and violin. In order to make the work of the Conservatory as successful as possible the best teachers have been engaged; and the Director will be responsible for their work.

DEPARTMENTS OF THE CONSERVATORY.

Singing.—The instruction in this department will be given by the Director and his assistants, and pupils may take individual lessons, or in classes of two or three, and in daily classes in the State Normal School. Special attention will be given to Voice Culture, and students can prepare themselves to teach in public schools, in singing classes and conservatories, or to sing on the concert stage, and in quartet or chorus choirs. Lessons may be begun at any time during the school year, and charges will date from the first lesson.

Instrumental—Piano.—All pupils in this department will be under the special supervision of the Director, and will receive the benefit of his experience and guidance, whether they take lessons directly from him or not. Thorough instruction will be given, not only in technique and the æsthetics of piano playing, but also in the art of teaching, that pupils who desire to become professional players or instructors on the piano may have adequate advantages.

Stringed Instruments—Violin, 'Cello, and Viola.—Instruction in this department, especially on the violin and 'cello, will be given to individuals and in classes. Pupils, as soon as they are sufficiently advanced, will have opportunities to play at the regular recitals of the Conservatory.

Organ.—A fine two manual Church Organ, with full comple ment of pedals, one of the largest and best in Michigan, built by Johnson & Son, Westfield, Mass., is in Normal Hall, and will be available to a limited number of the pupils of the Conservatory who wish to become church organists or solo players, and the use

thus given of a good organ, and a room comfortably heated by steam, cannot be overestimated. A pedal piano has also been placed in the Conservatory, and can be used by organ pupils, as practice upon it is considered preferable at first to the organ itself.

Harmony and Composition, Etc.— Classes will be formed in Practical and Theoretical Harmony, Composition and Counterpoint, History and Literature, which can be attended by pupils of the Conservatory, free of charge.

Chorus Practice.—Excellent advantages are offered for chorus and class work in Vocal Music in the Normal School in classes conducted by the Director. Pupils of the Conservatory may be admitted to the Normal School choir, or they may join the regular classes, where instruction is given in Reading Music and in Methods of Teaching, by paying the regular Normal School entrance fee only.

Concerts and Recitals.—Pupils' concerts will be given from time to time during the year, and pupils are expected to play when called upon, and to attend and listen while others play. When practicable, noted pianists, vocalists, organists, violinists, etc., will be engaged for recitals, thus giving members of the Conservatory opportunities of hearing the best artists.

MISCELLANEOUS.

Pupils must consult the Director, but they are free to choose the teacher from whom they are to take lessons, and they must in all cases give their names to the Director, who will assign them hours for lessons and for practice. All money, except regular Normal fees, must be paid to the Director or to the Secretary of the Conservatory. Pupils may begin lessons at any time, and may leave at any time after ten lessons, after settling their accounts in full. No deduction will be made for lessons missed by pupils, except in cases of illness so serious as to cause more than one week's absence at one time from lessons, when the loss will be equally shared by the Conservatory and the pupil. Lessons missed by the teacher will be deducted.

TUITION.

A proportional amount of tuition fee, according to the number of lessons missed, will be returned to pupils who are obliged to

leave before the expiration of the term. Pupils beginning at any time during the term are charged tuition only from the time their first lesson is taken. No pupils will be retained unless they strictly observe these regulations.

Single Pupils are charged from $12 to $30 for one term. For names of teachers and price of lessons see special card.

One term comprises ten weeks, two lessons a week; or twenty weeks, one lesson a week. The time devoted to each lesson is stated on special card.

Classes.—In order to reduce the tuition to the minimum, classes of three in vocal, and two in instrumental music, may be formed, thus dividing the amount to be paid between two or three pupils.

Conductor's Class.—A class in conducting will be held sometime during the year, and members will be given an opportunity to conduct the chorus.

Terms.—Pupils will not be received in any department for less than ten lessons. Bills will be rendered, and are payable in advance at the beginning of each Conservatory term of ten weeks. All members of the Conservatory except Normal students, teachers and post graduates, are required to pay one-half of the regular Normal School entrance fee.

The Organ for Practice.—The charge for use of the organ is at the rate of $6 for two hours each day, five days in a week, for ten weeks. This must be paid to the Secretary of the Normal School.

Pianos for Practice.—Pupils are advised to bring their own pianos with them, if it is possible and practicable to do so. Pianos, however, can be had in this city for practice at the rate of $5 for two hours each day for ten weeks, or pianos may be rented here and placed in the student's room.

Sheet Music and Books.—Pupils, unless they prefer to purchase elsewhere, will be furnished by the Conservatory with such sheet music and books as they may require, the former at a reduction of one-fourth from the marked price.

Recommendations.—Pupils of the Conservatory will be recommended as teachers when worthy, and the Director will use his influence to secure positions for those who desire to teach, or to make concert or church engagements.

CONSERVATORY ADVANTAGES.

The Director will have supervision of all pupils, and may be consulted by pupils, parents and guardians, as to the best course to take, and as to progress and improvement made. Pupils will have opportunity to play at recitals during the entire course. They may also attend concerts and recitals, and take part in them. Harmony, Composition and Counterpoint may be taken in the Normal School classes. Music will be selected and furnished as before stated, and a good musical library, containing the best books published, is free to pupils.

A motor line, connecting Ypsilanti with Ann Arbor, gives Conservatory students an opportunity to attend all the concerts and lectures at University Hall. Tickets for the Ypsilanti and University courses can be obtained of the Secretary at the same price for which they are sold to University students.

The regular entrance fee to be paid to the Normal School is $5 a year, and by the payment of $10 a year students of the Conservatory are admitted to all the privileges and to any of the classes of the Normal School, including the use of the large and well-selected library, containing the finest musical and literary works.

CONSERVATORY COURSES.

The following courses are offered, graduates from which will receive Conservatory diplomas, signed by the State Board of Education, the Director and the Principal of the School:

1. A three year singing course; including a brief course in Italian and German, and eighty lessons on piano.
2. A three year piano-forte course.
3. A three year organ course. (This presupposes at least one year of preparatory training on piano.)
4. A reed organ course.
5. A three year violin course.
6. A two year public school course.
7. A two year Theory course.
8. A one year Post Graduate course.

PREPARATORY.

Some pupils, owing to previous study, can finish any one of the following courses in less than three years. Others will require more than three years. For this reason no one will be classified in any course without examination. This examination will have reference to age, ability, health, and advancement already made, either here or elsewhere.

Mathematics.

The professional work of the department is especially prominent in the Teachers' Reviews of Arithmetic, the classes in Professional Training in the same subject, and those in Method in Algebra and Geometry. The work in the Teachers' Review has had reference to those topics upon which teachers seem most in need of assistance. In connection with the academic are continually discussed the following professional features:

(1) The reason for teaching each leading topic discussed.
(2) Its history.
(3) The best methods of presenting it in the common schools.

In the large classes in Professional Training in Arithmetic the lectures have, as usual, been extensively supplemented by work in the library. The magnitude of this work may be roughly estimated by the fact that during the last week in which a record by subjects was kept, out of 2763 books drawn from the library, 383; or over 10 per cent, were upon mathematics, not to speak of pedagogical and historical works, and works in the department library, consulted by students of the Professional Training class. A considerable number of students (some 50 or 60) have made translations of portions of foreign works on the pedagogy of arithmetic, works not yet to be found in English. Others have made studies along such lines as co ordination of arithmetic with the primary subjects, science as a field for elementary problems, a comparison of the methods of such educators as Pestalozzi, Grube, Tillich, Kaselitz, Diesterweg, and others, the historical development of certain chapters, etc. In addition to what has been stated, the classes have undertaken, with valuable results, the collation of results of the replies of several thousand students as to their experience in learning arithmetic.

In the classes in Method in Algebra and Geometry, established this year, especial attention has been given to the elementary instruction in these subjects in the grammar school, and to the modern features in the more advanced teaching. Some time has also been given to the historical development of the subjects.

In Algebra and Geometry a special effort has been made to introduce such modern methods as are usable in the work of elementary schools. Emphasis has been laid upon what may be

called "Mental Algebra"—the giving of results at sight—the constant use of the shorter methods of checking all operations, the great value and actual use of the principles of symmetry, homogeneity, the sigma notation, the use of the remainder theorem, and determinants in elementary form. In Geometry the effort begun last year to introduce such of the methods of Modern Geometry as were of real value, has been continued. Such are the notions of symmetry, sense of lines, angles and areas, the law of reciprocity, and the modern improvements in the logic of Geometry. Attention has been directed to the logical methods of attacking propositions, as set forth by Peterson and Duhamel, thus giving a more rational view of the subject.

The distinguishing feature of the year has been the opening of more logical elective work for those hoping to teach Mathematics. Although the good effects are only partially seen because many of the advanced students were following the old courses, it is nevertheless gratifying that 133 names were on the rolls in five elective subjects. This work in all of these classes has aimed at preparing the student for the teaching of high school and primary branches, rather than at merely imparting advanced academic instruction. For example, the first part of the work in Algebra III has been a teachers' review of the elements, and the latter part has been devoted not only to the study of higher equations and series, but to those subjects imperfectly treated in the lower classes, such as the complex number, determinants, and others that are likely to enter more or less into elementary work.

Mention should also be made of the improved grade of work done in the field by the surveying sections, and of the drawings submitted by them.

English Language and Literature.

GRAMMAR.

Apart from the professional lectures, there are two courses in Grammar; the preparatory course of forty weeks, and the teachers' review of ten weeks. The preparatory course has never been lim-

ited to the subject of English Grammar, and should more properly be called preparatory English. Its direct aim has been to fit the student for formal Rhetoric in the first semester of the regular Normal School course.

Conformably to this purpose, elementary instruction in the analysis and syntax of the English sentence has been supplemented by regular lessons in composition, and by an easy course of reading in the English Classics. The basis of the work has been found in the first half of Reed & Kellogg's Grammar, in Chittenden's Elements of English Composition, and in such classics as Scott's Lady of the Lake, and Irving's Sketch Book. Analysis, synthesis, and practice in the interpretation of thought upon the printed page, all co-operate to fit the student for an elementary course in formal Rhetoric.

The Teachers' Review presupposes such knowledge of the structure and syntax of the sentence, and such logical powers of interpretation and expression of thought as are ordinarily required by the average high school graduate. To this course all graduates of approved high schools have been admitted without examination; also any student who, by written examination, gives evidence of ability to pursue the course without detriment to himself or to the department.

The instruction, thus far, has been based upon the fundamental doctrine of apperception. The major part of the time has, of necessity, been devoted to building up accurate scholarship, the primary requisite for all successful teaching. While the elaboration of method is reserved for the professional lectures, the entire process of instruction is based upon the fact that the students are to become teachers. This all important idea is kept steadily in view, not only in the organization and development of the subject matter of Grammar as a whole, but in the presentation of the topics of each recitation. For instance, the rather difficult constructions of the infinitive and the participle are studied not simply with a view of mastering them, but with the conscious purpose of making them clear to other minds. The psychological value of such grammatical study consists not only in "subtle analysis, logical division and classification," but in the close observation of the mind's activity in receiving and imparting such instruction.

Ever since this brief course was first established about 40 per cent of the students undertaking it have found the time (ten weeks) insufficient for the critical review above outlined. The department has found it convenient, and greatly to the advantage of such students, to devote twenty weeks to covering exactly the same ground. The large number taking Grammar render it possible to provide such sections, and experience has shown it to be good pedagogy for many students to pursue the course slowly and critically, once in twenty weeks, rather than failing at the close of ten weeks to take the same course rapidly again in a second ten weeks.

RHETORIC.

In Rhetoric little stress is laid upon the mastery of rules from a text book for oral recitation; the application of the principles to written exercises is considered the most important part of the course. Guarding against discouraging the student's naturalness or spontaneity of expression, he is constantly urged in oral recitation, as well as in written composition, to prune his expression with the utmost care of all that is incorrect in form or weak in arrangement.

No student is allowed to drop the subject without giving evidence of his ability to express his thoughts in reasonably correct and rhetorical English. Numerous essays, narrative, descriptive, argumentative, etc., are required to be handed to his instructor for special criticism.

A special feature of the work has been the occasional use of the hour for individual criticism. Essays are corrected by marginal abbreviations, indicating grammatical and rhetorical errors; then returned to the writer. The following day the student sits beside his instructor, discusses his errors, rewrites faulty sentences, etc., etc. Many sentences are put upon the blackboard in their original form, and suggestions and improvements made by the entire class; thus preparing each student for the practical work of correcting manuscript. The full half year for Rhetoric affords ample time also for a series of short lectures upon the relation of the study of principles of Rhetoric to the formation of a literary style in composition. Attention is called psychologically to the manner in which children and youth form their individual style of writing and speaking.

In connection with the composition, reading in the general library is assigned to each student. Models of good description, narration, etc., supplement the rules of his Rhetoric as a direct aid to composition. The time to be devoted to formal Rhetoric in secondary schools, and the relation of Rhetoric to Literature, are also considered. Indeed in the elaboration of such points as the above the Normal School Academic Course in Rhetoric is professional; that is, practically adapted to those who are pursuing the subject with a view to teaching.

In the courses leading to the degree of Bachelor of Pedagogics, Advanced Rhetoric is offered. While Genung's Practical Rhetoric and Rhetorical Analysis form the basis of the study, they are supplemented by lectures upon the principles and philosophy of style, and by a seminary course of reading in the library.

LITERATURE.

The full course in Literature extends through four semesters. An entire semester is devoted to each of the following subjects:

English Literature,	Old and Middle English,
American Literature,	Masterpiece Study.

The methods of the successful teacher in Literature are not easily formulated. "Literature cannot be taught," say our psychologists. The idea is that the literary sense cannot be imparted by class instruction. Here, if anywhere, the man is the method. Has he a true literary instinct, broad linguistic scholarship, enthusiastic love of literature, and a power of inspiring and awakening interest in literary study? These are vital questions, and are not to be answered by formulated principles of pedagogy. Still we may mention several underlying ideas and methods which animate the whole course of instruction in Literature.

1. The department keeps steadily in mind the purpose of teaching the student "how to read." In all selections an effort is made to guide the student critically and sympathetically into the thought and feeling of the literary masterpiece, to enable him to think with the master-mind, and to follow out his process of developing his theme. The psychological value of closely following the mental processes of great minds can scarcely be overestimated.

2. As an aid and instrument in such critical study short lect-

ures are given upon the philosophy of style, and the knowledge of elementary Rhetoric is drawn upon and enlarged.

3. The reading is constantly accompanied by practice in composition; short reports of library work being gradually increased to written theses of considerable length, thus thoroughly testing the student's power to express his thoughts with something of grace and ease as well as clearness.

4. The History of Literature, after the briefest outline, is taught in connection with the study of representative authors of different periods. The influence of the writer upon the development of the English Language and Literature, the reaction upon his own mind of his environment, his studies, etc., are taught in connection with masterpieces which are typical of the different literary periods. During the past year the following classics have been studied in connection with English Literature:

1. ANGLO-SAXON AGE—
   Extracts read in class from old poems, Beowulf, etc. Prose selections from Alfred's works.
2. AGE OF CHAUCER—
   Prologue to Canterbury Tales, and some minor poems of Chaucer—(Department Library.) Review of Knight's Tale.
3. ELIZABETHAN AGE—
   Spencer—Fairy Queen; Book I. Shakespeare—Merchant of Venice. Bacon—Selections from Essays.
4. PURITAN AGE—
   Milton—L'Allegro and Il Penseroso. Hymn to Nativity and Sonnets.
5. AGE OF DRYDEN AND THE RESTORATION—
   Dryden—Reading from Satires, and other poems. Paper on Dramas.
6. CLASSICAL AGE—
   Pope—Selections from the Essay on Criticism. Review of Rape of the Lock. Addison—Sir Roger de Coverley Papers. Swift—Selections, Review of Gulliver's Travels.
7. JOHNSONIAN AGE—
   Johnson—Selections. Goldsmith—Traveller, She Stoops to Conquer, and other selections. Gray—Selections. Paper on Early Novelists and Historians.
8. AGE OF REVOLUTION—
   Burns—Cotter's Saturday Night. Coleridge—Ancient Mariner. Wordsworth—Shorter Poems—(Department Library.) Byron—Selections.
9. VICTORIAN AGE—
   Short selections from different authors.

5. Advanced English Literature.—This course adds to the foregoieg ten weeks of literary reading.. The selections vary from year to year. During the past year two plays of Shakespeare have been read; Julius Cæsar and As You Like It. Milton's Comus, and Selections from Bacon's Essays.

6. Old and Middle English.—Usually the class complete Sweet's Anglo Saxon Primer, and take notes in a short course of lectures upon the History of the English Language. This course is considered especially valuable for all those who expect to teach English Grammar or Literature.

7. Chaucer and Masterpiece Study.—Nearly two months are given to the critical study of selections from Canterbury Tales. The pronunciation and versification of Chaucer receive especial attention. A single play of Shakespeare is studied with special reference to its dramatic construction. Wordsworth's Excursion, Book I, and selections from shorter poems, is followed by a study in contrasting two great types of prose style: DeQuincey's Opium Eater and Carlyle's Sartor Resartus.

8. American Literature.—In American Literature a departmental library of nearly 300 volumes afford a unique opportunity for pedagogic instruction. Each student is supplied with a small cabinet edition of the different American poets, also with representative selections of American Prose. In poetry he is not limited to the small classics. The future teacher makes his own annotations, is forced into the general library to trace out allusions, spends some time upon each author according to his own choice, and finally stands before the class, volume in hand, to criticise some poem of his own selection.

Without elaborating further the peculiar advantages of this method of study, it may be cited as of high pedagogic value in preparing the pupil for teaching English and American classics in the public schools.

In addition to class work the bulletin board in the library has been furnished with abundant references as a guide to reading in biography and criticism, and at least five critical essays are called for from each student.

In reading, the value of biography and literature is strongly emphasized in contrast with essays in criticism, and in composition

the student is encouraged in original investigation and criticism.

The course is considered especially rich in the extent and variety of reading. During the present semester more or less extended study has been carried on in the following authors:

Emerson,	Irving,	Hawthorne,	Thoreau,	Webster,
Longfellow,	Bryant,	Whittier,	Holmes,	Lowell.

READING AND ORTHOEPY.

The full course in Reading and Orthoepy extends through one and one-half semesters, twenty weeks being required, and ten elective. The work of the first semester embraces:

1. A somewhat thorough study of the structure of the Organs of Speech, their functions, and their relations to one another, and to voice production.
2. The various methods of breathing and breathing exercises for the development of the organ of speech.
3. Vocal Culture, with reference to securing purity, strength. compass and flexibility.
4. Orthoëpy, embracing syllabication, articulation, accent, vocal quality, use of diacritical marks, pronunciation of difficult words, and words commonly mispronounced, etc.
5. Emphasis.
6. Elements of Vocal Expression, quality, force, pitch, time, etc.

The half semester (elective) embraces a hasty review of Emphasis and the Elements of Vocal Expression, and extends their application to recitations and original productions. Some attention also is here given to the simplest principles of action.

German and French.

The full courses in German and French run through four years and two years and a half, respectively, to which is added a ten weeks' course of informal lectures, with discussions on methods of teaching, on topics from the history of literature, and on the his torical development of language. Students who complete these courses fill successfully positions as teachers of German and French in the best high schools of the state.

Sections of the first year's class in German (corresponding to the 9th grade of the Practice School) are, part of the time, taught

by members of the graduating class, but under the immediate direction of a member of the Faculty. A large proportion of the students in the three higher classes have gained their elementary knowledge of the languages in the high schools of the state; they are credited for all such work done in a satisfactory manner.

The professional side of the instruction, aside from the purely professional course of ten weeks, is emphasized more strongly in the higher classes than in the lower; this is the case especially in the composition classes, the translation from English into German or French, offering frequent opportunities of discussing those topics which the experienced teacher knows as presenting the greatest difficulties to the learner and the young teacher in the class room. It is always the aim to discuss such questions on a psychological basis.

While the study of German and French grammar is pursued as a means to an end, not as an end in itself, a thorough knowledge of all essentials and readiness in the application of principles are insisted upon. The oral use of the languages is deemed very important, mainly for pedagogical reasons, as an aid to the acquisition of a foreign tongue and as a requisite for an appreciative study of its literature.

In the year 1894–5 the work done by the several classes has been as follows:

GERMAN.

FIRST SEMESTER.—(Preparatory):—

Oral and written exercises on Elementary Grammar. Text book—Otis, Elementary German; thirty lessons, with selections for reading.

SECOND SEMESTER.—(Preparatory):—

Exercises on Elementary Grammar continued. Reading and translating. Text books—Otis, Elementary German (completed). Whitney, German reader.

THIRD SEMESTER.—

Exercises on the parts of speech and the syntax of articles, nouns and adjectives, (once a week). Text books—Lodeman's Exercises (to 2d series 17). Brandt's Grammar—Lessing, Minna von Barnhelm Riehl. Burg Neideck. Conversation.

FOURTH SEMESTER.—

Exercises on the syntax of pronouns, verbs, and prepositions, (once a week). Text books—Lodeman's Exercises (2d series 18-37). Brandt's

Grammar—Goethe, Hermann and Dorothea. Freytag, Die Journalisten. Study of Idioms. Conversation.

FIFTH SEMESTER.—

Exercises on the syntax of sentences. Third and fourth series of Lodeman's Exercises, with references to Brandt's Grammar. Prose composition (Harris). Once a week—Goethe, Wahrheit and Dichtung (three books). Uhland, Ballads. Idioms. Conversation.

SIXTH SEMESTER.—

German Prose composition (Harris). Once a week—Selections from German scientific works, (Dippold). German lyrics and ballads (von Klenze). Idioms. Conversation.

SEVENTH SEMESTER.—

Advanced Prose composition, (Buchheim). Once a week—Lessing. Nathan der Weise. Goethe. Torquato Tasso. Idioms. Conversation.

EIGHTH SEMESTER.—

German letters and essays (about twenty-five in the course of the semester). Riehl, Aus den Lehrjahren eines Humanisten, and Scheffel, Ekkehard; read in German mainly, as a basis for conversation, and the study of Idioms. Parts of Max Koch's Geschichte der deutschen Litteratur. This class was conducted almost entirely in German.

FRENCH.

FIRST SEMESTER.—

Oral and written exercises on Elementary Grammar. Van Daell, Introduction to the French Language (18 lessons). Reading and Translating, Legouve and Labiche, La Cigale chez les Fourmis. Daudet, Morceaux choisis.

SECOND SEMESTER.—

Grammar continued; twice a week—Van Daell, Introduction, etc. (completed). Reading and Translating, Daudet. Morceaux choisis. Feuillet, Le Roman d'un jeune Homme pauvre. Study of Idioms, Conversation.

THIRD SEMESTER.—

Exercises, written and oral, on irregular verbs—Macmillan's Course; Part II. Once a week—Melle, Contemporary French writers. Heidler, French Science Reader. Idioms and Conversation.

FOURTH SEMESTER.—

Reviews of irregular verbs and lessons on French syntax—Macmillan's Course—Van Daell's Introduction, etc. Once a week—Michelet, La Prise de la Bastille. Mérimée, Chronique du regne de Charles IX. Corneille, Le Cid. Molière, Les Femmes savantes. Idioms and Conversation.

CLASS IN METHODS.

1. Discussion of various methods of teaching modern languages upon the basis of the essays by thirteen authors contained in D. C. Heath's "Methods of Teaching Modern Languages."

2. Informal lectures on the History and Development of Language.

3. A brief course in French (pronunciation and rudiments of grammar) for the benefit of students of German who have not taken French in their course.

Ancient Languages.

The academic work in Latin and Greek includes such amount as is usually done in the best high schools with the addition of two years in each language. The first four years in Latin and the first two in Greek are taught with that extra thoroughness and from that professional standpoint necessary to the preparation of teachers. The professional side of the work is still further strengthened by a series of lectures, giving a general view of the field of classical learning—its extent, its content, and its bibliography—and the adaptation of the best methods of teaching the languages to the work of secondary instruction; and by practice-teaching under the immediate supervision of the head of the department.

The last two years in each language have for their aim the additional culture and scholarship necessary to carry the pupil well beyond the probable limit of his future teaching.

The courses and methods pursued have for their aim the following results:

1. Complete and absolute familiarity with formal grammar and syntax.

2. The ability to read the original with correctness and expression.

3 The power of translation into grammatical and idiomatic English.

4. The ready use of the language in translating into Latin or Greek connected English prose.

5. The command of a large and varied vocabulary resulting from extensive reading in many authors.

6. The ability to read at sight passages of ordinary difficulty.

7. An acquaintance with the leading authorities on subjects of classical study.

8. The culture to be derived from the earnest and long continued pursuit of all that was best in the outward and inward life of the ancient world.

9. The practical knowledge of the best methods and the best books to be used in presenting the different phases of the subject.

The department is well supplied with maps, charts, and photographs; and with the best reference books and commentaries on the classical authors. It is using the following text books:

LATIN.

Allen & Greenough.....Latin Grammar
Harkness.....Standard Latin Grammar
Jones.....First Lessons in Latin
D'Ooge.....Colloquia Latina
D'Ooge.....Viri Romae
Allen & Greenough.....Cæsar
Kelsey.....Cæsar
Daniel.....Prose Composition
Allen & Greenough.....Cicero
Shumway.....Latin Synonymes
Allen & Greenough.....Ovid
Frieze.....Vergil
Greenough.....Livy
Miller.....Prose Composition
Smith.....Odes of Horace
Dalton.....Ars Poetica—Horace
Greenough.....Satires and Epistles—Horace
Sloman.....Terence
Lindsay.....Plautus
Allen.....Germania, and Agricola—Tacitus
Kelsey.....De Amicitia, and De Senectute—Cicero

GREEK.

Boise & Pattengill.....First Lessons
Moss.....Greek Reader
Hadley & Allen.....Greek Grammar
Goodwin.....Greek Grammar
Kelsey.....Xenophon's Anabasis
Goodwin.....Xenophon's Anabasis
Keep.....Iliad
Seymour.....Iliad
Merry.....Odyssey
Shuckburg.....Orations of Lysias

COURSES IN ANCIENT CLASSICS.

LATIN LANGUAGE.

1. Jones, First Lessons; Harkness, Latin Grammar; or Allen & Greenough, Latin Grammar; D'Ooge's Colloquia Latina; D'Ooge's Viri Romae. (2 semesters.)

2. Viri Romae, Cæsar, Latin Composition. (2 semesters.)
3. Cicero, Latin Composition. (2 semesters)
   Latin Synonymes.
   Ovid, Mythology, Scansion. (10 wks.)
4. Ovid, Vergil. (2 semesters.)
5. Livy, Latin Composition. (1 semester.)
6. Horace, Odes. (1 semester.)
7. Plautus and Terence. (1 semester.)
8. Tacitus. (1 semester.)
9. Unseen Translation. (Monday and Wednesday, 1 semester.)
10. Latin Writing. (10 wks)
11. Department Criticism.
12. Classical Literature and Methods. (10 wks.)

NOTES ON THE COURSES IN LATIN.

Course 1 is properly a course preparatory to the work of the Normal. While it may be pursued here, students are urged to come prepared with at least one year of Latin. Students electing Latin must pursue it for at least two years to obtain credit on the books of the School; that is to say, they must complete courses 1 and 2, or their equivalent. The first year, being preparatory, does not count as credit upon the courses of the Normal.

Students expecting to teach Latin should pursue it for at least five years.

Course 9 is open only to such as have had at least three years of the subject. A wide acquaintance with Latin literature is possible only to those who can read it rapidly and easily. The best teaching cannot be done without this wide knowledge. This course is designed to give the principles underlying such essential reading power, and its importance needs no proof.

Course 10 is open only to such as have had at least four years of Latin. Few teachers have that freedom and confidence in the use of Latin which alone can make them successful and enthusiastic in teaching Latin Composition. The course in Latin writing is designed to meet this weak point. It affords constant drill in the translation of connected English into idiomatic Latin. Course 11 is for those who are teaching under the supervision of the department. Course 12 must be taken by all intending to teach Latin.

GREEK LANGUAGE.

1. First Lessons, Greek Grammar, Greek Reader. (2 semesters.)

2. Anabais, Greek Prose (30 weeks.) Homer (10 weeks.)
3. Homer, Odyssey. (1 semester.)
4. Lysias. (1 semester.)

NOTES ON THE COURSES IN GREEK.

No student may take up Greek who has not had at least one year of Latin, and the subject must be continued for at least two years.

The department reserves the right to withdraw any course unless it be elected by at least four students.

COLLATERAL READING.

Strong emphasis is laid by the department upon collateral reading in connection with all the classical authors. The resources of the library are fully taxed to meet the demands for everything that will elucidate the text. The work in Mythology is conducted by means of a carefully prepared reading course, which serves to teach not only the myths of ancient Greece and Rome, but also the presence of these myths in much of our best modern literature.

The Physical Sciences.

The following courses have been given under this head during the year 1894–5:

1. Elementary Physics, or Ninth Grade Physics.—One class of forty-seven pupils was taught in this subject during the first semester. They had a daily lesson for twenty weeks, consisting of demonstration, quiz, and topical recitation. The work of an ordinary text book in Physics was completed, supplemented by such problems and exercises as were suited to their advancement. The class was somewhat heterogeneous, consisting of ninth grade pupils, high school pupils who had before passed over this ground but with little experimental work, and students, not candidates for graduation, who desired the subject with reference to a first-grade certificate.

2. Physics I.—In this subject sixty-three pupils were taught

during the year, in four classes, two each semester. The subjects Dynamics and Heat, were completed with special reference to the states and properties of matter and the nature, transformations and measurement of energy. These topics were illustrated with great fullness experimentally, and many practical exercises involving energy-relations, solved. The doctrines of momentum, of moment about a point, and of the parallelogram, triangle, and polygon of forces, were treated with fullness, and, as far as is possible without Trigonometry, in their most general form. The equation was freely used as well as the more important truths of Plane and Solid Geometry. Much attention was also given to the graphical method of recording data. The students' laboratory practice was taken, as usual partly during the class hour and partly in the afternoon. The tables are equipped with the usual apparatus, including scales, verniers, etc.; a good balance turning easily with one mg., and a good set of weights; and full sets of burettes, measuring cylinders, picnometers, etc. Work was also done at the tables in capillarity, elasticity, thermometry, calorimetry, etc. To accommodate itself to this work the recitation room is fitted with students' tables, at which twenty pupils can work at the same time. The students' laboratory work of this course is carried forward on the "collective" plan—i. e., all pupils work at once at the same exercise.

3. Physics II.—In this course fifty-one pupils were taught during the year, in three classes; two the first semester, and one the second. A daily lesson was given, with additional laboratory work, completing the subjects Sound, Electricity and Light. With many pupils this course is continuous with the preceding; others, by election or assignment, take it, who have had incomplete work or little demonstration in these subjects. In general, however, during the past year, pupils who have had simply a time-credit of twenty weeks upon the general subject have been assigned to Physics I, unless some reason to the contrary appeared. A large number of problems were assigned and practical questions discussed not found in any single text book.

4. Laboratory Practice.—In this subject we have had during the past year 15 classes and 179 pupils; 7 classes and 65 students during the second semester. About one-third the above number of

students took their entire course in Physics with us, the remainder were prepared in the high schools of the state. Among the latter we found many of very excellent preparation.

Our physical laboratory accommodates 16 students at a time. The problems assigned embrace a wide range so as to illustrate at once a simple and a more complete laboratory equipment. About 140 problems can be given in the laboratory, selected mainly from Worthington, Glazebrook and Shaw, and a few from Pickering and Sabine. Students have worked in the average during the past year 35 problems, all the exercises upon a single piece being counted, however, as one problem. This is essentially a teachers' course, and presupposes such familiarity with laboratory equipment and methods as would be gained in a good high school course in physics. The "separate" method is used exclusively; each pupil works a problem different from that of any other pupil in the class, and especially adapted to his needs.

5. Advanced Physics.—One class of 18 pupils was taught during the second semester, completing Anthony & Bracketts' text book. All had taken a course of mathematics through Trigonometry and the Calculus. A brief course in Advanced Laboratory Practice is given in connection with this subject. Most of the problems in Sabine are worked, together with a few from Pickering.

6. Physical Technics.—A ten weeks' course upon the construction of apparatus and the fitting up and stocking of a simple laboratory, either physical or chemical, or both. This course and Advanced Physics are especially adapted to prepare students to give instruction in an ordinary high school by the laboratory method. This subject includes brief practical courses in lantern work; methods of copying, duplicating, manifolding; on gas and water supply and cheap substitutes for the ordinary forms; on the purchase and testing of apparatus; and on laboratory economy. A considerable amount of apparatus for the other classes is constructed, repaired, or adjusted by the members of this class. The department can accommodate a class of fifteen.

7. Method in the Physical Sciences.—A ten weeks' course in elementary methods of teaching science, having for its purpose to organize and solidify the professional work which is given in the other classes. It is mainly for the first five weeks a lecture course,

supplemented by a large amount of library work. The remainder of the time is given to model lessons, demonstrations, and the organization of a science course in the primary and grammar grades. The history and bibliography of Physics, to which much attention is given in all classes, is here treated more consecutively and completely. Forty-two pupils, taught in three classes, have taken the work during the year.

8. General Chemistry.—Two classes of 45 pupils were taught during the first semester. About one-half this number—fewer than usual—had some chemistry before entering the class, usually in one of the high schools of the state. Remsen's Chemistry was completed in a course of daily lessons consisting of demonstration, quiz, and recitation. In addition, two hours per week were devoted to laboratory work. All had had previously taken a course in Physics, and nearly all a course in Physical Laboratory Practice.

9. Advanced Chemistry.—A continuation of General Chemistry especially adapted to the needs of those who wish to teach Science in the smaller high schools. Thirty-nine students were taught in four classes. They had in the average eleven hours of laboratory work per week, and a course of lessons in titration, gravimetric analysis, water analysis, air analysis, and laboratory economy. Jones' Course in Chemistry was used for reference.

10. Advanced Astronomy.—Only four pupils reported in this subject, and the course was not given.

The Natural Sciences.

The work of this department embraces Botany, Zoology, Physiology and Geology, sciences observational in character, as distinguished from the experimental sciences of Physics and Chemistry, and dealing for the most part with organized matter. The study of texts is subordinated as far as possible to work upon the material itself. The courses are all planned to meet the needs of pupils considered as students and as prospective teachers. From those coming fully within its grasp the department endeavors to secure the following results:

1. The training of the senses, particularly the eye, in close, accurate observation.

2. The preparation of written records of observations in clear, accurate, concise language, supplemented with truthful delineation of the same by means of drawings.

3. Logical reasoning upon these observations, the deduction of truth, and generalization.

4. The acquisition of knowledge, academic and professional.

5. A clear conception of the function of the natural sciences in the public school curriculum. The practical application of the principles of concentration and correlation so far as these sciences are concerned.

6. The skillful manipulation of apparatus, the use of scientific methods in obtaining knowledge, either from nature direct, or from books, and hence the ability to carry on independent investigation.

7. A love for scientific truth.

The Training School affords opportunity for practice teaching and for the presentation of talks and object lessons to pupils of the various grades. Pupils are urged to take up the work in this department in about the order in which it is described, so that the desired sequence may be observed. The attention of those looking forward to grade work alone, or to supervision, is called to the ten weeks' courses in Mineralogy and Zoology. Those preparing for special work in the high schools should elect all that is offered in their various lines. The demand for such teachers is greater than our supply.

BOTANY.

Structural Botany—10 weeks.—A course of laboratory work designed as an introduction to the work of the department. The handling of the compound microscope and its accessories with intelligence and some degree of skill is first taught. During the past year a detailed study was made of the bean, pea, castor bean, corn and pine seeds, followed by a variety of simple experiments in germination, for the purpose of discovering the nature of the process and the conditions under which it can take place. The tissues of the apple and corn stems were worked out, the structure of the root determined from the onion, wheat and mustard; and that of the leaf from a study of moss, begonia and hyacinth. This laboratory work was supplemented with quizzes, class notes and general experiments upon the microscope, protoplasm, and plant physiology.

Systematic Botany—10 weeks.—This course follows the one just

described, and with it is required of all looking forward to a certificate or diploma. It will be concerned mainly with a study of types, classification through relationship and plant morphology. Some time will be spent upon the flowering plants, upon the principles and methods of identification, and in their collection and preservation for the herbarium and museum.

Advanced Botany—10 weeks.—This elective course will be given in the fall for the purpose of continuing the above work, the equivalent of which it presupposes. Special studies in morphology, fertilization, protection, distribution and plant economy will be assigned and reported upon.

ZOOLOGY.

Invertebrate Zoology—20 weeks.—With the skill acquired in the use of the microscope in Botany, the information obtained, and the knowledge of laboratory methods, the pupil is prepared to enter at once upon a study of animal forms. The following invertebrates were selected as types and studied in the laboratory as fully as time and facilities permitted: Amoeba, paramoecium, vorticella, sponge, hydra, sea-anemone, star-fish, mussel, earthworm, lobster, and grasshopper. Related forms were briefly studied for comparison with these types, and all bound together with a simple classification. Class notes were given upon the more difficult points of anatomy, upon physiology and development, and reading references assigned. It is intended in the near future to supplement this with a 20 weeks' course upon the vertebrates, using the perch, frog, pigeon, and rabbit, as type forms.

General Zoology—10 weeks.—This is a brief course planned for those who are looking forward to actual work in the grades, or to the supervision of such work. It should be preceded by the Structural Botany. No attempt has been made to cover the entire field, but to study a few forms with reference to their external structure, protection, life habits, development and adaptation to environment; the purpose being to exemplify methods and develop the main principles and laws of Biology. The forms selected were the grasshopper, wasp, bee, frog, toad and our common birds.

Biological Technique—10 weeks.—This course is intended to train teachers in the collection and preparation of zoological and botanical material for purposes of study and illustration.

It must be preceded by courses in Physiology, Botany and Zoology. A box of 25 microscopic mounts is prepared, covering hard and soft tissues, dry objects, blood mounts, teased preparations, etc. Instruction is given in cleaning and articulating parts of skeletons, and in skinning and mounting birds. Casts and wall charts are made and museum specimens prepared to show structure and development. A limited amount of field work is done in collecting biological material, and in caring for it in the laboratory or school room.

PHYSIOLOGY.

Ninth Grade Physiology—20 weeks.—This is an elementary course intended for all who enter the Normal with insufficient preparation in this subject. It is essentially a text book course, covering elementary anatomy, physiology and hygiene, supplemented with some simple individual experiments and class demonstration. Charts, models, preparations, a skeleton, manikin, and the entire zoological collection are available for illustrative purposes.

Teachers' Review—10 weeks.—This presupposes a fair knowledge of human physiology, and should be taken late in the course so that it may be preceded by as many of the sciences as possible. The work will consist of rapid reviews of the various topics, a deeper penetration into the more important, supplemented with individual experimentation, demonstrations and the construction of illustrative devices. Especial emphasis will be laid upon hygiene, sanitation and disease, particularly as they touch the school. The work will be made a teachers' course so far as matter and method can make it.

GEOLOGY.

Lithological Geology, including Mineralogy—10 weeks.—Practical work in the study of minerals and rocks, supplemented with reading, lectures and recitations. Previous work in Chemistry and Physics is required. Blow-pipe methods and chemical manipulation are taught. About sixty minerals and all the common rocks are studied. Individual collections are made from the field, identified and catalogued.

Dynamical Geology, including Structural Geology—10 weeks.—This course is designed to give a clear idea of the forces

and agencies which have determined the shape and character of the earth's surface, and which are still at work modifying it. It is believed to form a valuable, if not indispensable, adjunct of Geography. It should be preceded by Lithological Geology. The work consists of recitations, lectures, reading, class experiments and field excursions. It is taken up under the following heads: Atmospheric, Aqueous, Igneous, and Organic Agencies, the basis being, LeConte's Compend of Geology, both in this and the following course.

Historical Geology, including Paleontology—10 weeks.—A study of the evolution of the earth and its inhabitants, by means of recitations, reading, lectures and laboratory work upon fossil forms. Courses in Zoology and Botany are required, and the previous work in Geology is desirable. Beginning with the Nebular and Meteoritic Hypotheses the "Geological column" is taken up in order and brought down to the historic period. The character of the rocks is studied, their thickness, home and foreign localities, their teachings, economic products and forms of life.

GENERAL FACILITIES FOR WORK.

Biology.—Adjoining the lecture and collection room is a large, well-lighted laboratory supplied with hard wood tables carrying individual lockers. The equipment consists of 36 compound microscopes, of German, English and American manufacture, 30 dissecting microscopes, a Thoma and Minot microtome and all the accessories and instruments required for practical biological work. A set of wooden, zinc-lined tanks and a large plate-glass aquarium permit the storing of fresh water material.

At one end of the laboratory cases contain the departmental books transferred from the general library. The important manuals, reference books, texts and periodicals are thus readily accessible to the student, the aim being to bring together the literature of especial interest and value to the pupil as student and prospective teacher.

The Zoological lecture room contains a fairly complete collection for systematic work—supplemented with charts and models. Worthy of especial mention is a cabinet of home insects from the Michigan Agricultural College, recently enriched by a collection of foreign and domestic butterflies, the gift of Mr. Samuel Post, of

Ypsilanti; fishes and invertebrate material from the Smithsonian, and the Museum of Comparative Anatomy; a large and growing Michigan bird collection; Central American birds and skins, the gift of Mrs. E. E. Baxter, of Ann Arbor, and finally osteological preparations fully illustrating all classes of vertebrates.

The Herbarium now contains about 3,500 specimens, several hundred having been added during the past year. Acknowledgements are due to Prof. C. D. McLouth, of Muskegon, for a collection of plants from that locality, to Mr. F. H. Burglehaus, of Minneapolis, for a package of plants from Yellowstone Park, and to the Agricultural College for a generous contribution of Michigan and Southern plants. Important additions have been made to the collections of Algae and Fungi, and to the special collections, illustrating distribution and teratology.

Geology.—By means of purchases and donations the department has gotten together good working collections of minerals, rocks and fossils. The Drift of this vicinity furnishes many of the common minerals, and with the exception of modern volcanics, rocks also in abundance along with corals and brachipods. For practical work in the laboratory, bulk material is purchased from the dealers. A valuable collection of Lake Superior rocks and ores was presented to the school in 1890 by the State Geological Survey. A systematic series of rocks and fossils, typical of the principal geological horizons, is used in Historical Geology. In 1893 the Smithsonian kindly deposited with the school a complete set of casts of typical stone implements of prehistoric man. Geological structure, geyser and glacial phenomena are illustrated by a collection of handsome photographs. A set of coast and river charts has just been received from the U. S. Coast and Geodetic Survey.

In the biological laboratory there has been fitted up for blowpipe work a hard-wood table with accommodations for ten in a section. With a petrographic microscope, a case of reagents, water, gas and the incidental instruments and appliances required for practical work there is a little further in this line to be desired.

The library contains, besides the principal popular works, all the important texts now in English, many of the desirable manuals and reference books, and numerous reports and monographs of the State and Government Geological Surveys.

Drawing and Geography.

DRAWING.

1. Elementary.—In the elementary classes all work has been done with the pencil and from the objects, blocks comprising the type solids and various rectangular parallelopipeds have been used throughout. During the latter half of the course, models from the scientific department have been drawn, furnishing a practical application for the knowledge which they have obtained.

Throughout the entire course studies of natural objects have been assigned for outside work, criticised by the instructors, and returned to the students for correction. During the past year an attempt has been made, with considerable success, to give the classes a short course in the history of art from the beginning of the Middle Ages down to the present time. This has been done by supplying for their study an abundance of illustrations with explanatory notes placed upon the board.

The advanced members of the class have been given an opportunity to observe and offer suggestions upon the work of their fellows, in the capacity of temporary instructors.

2. Advanced.—In the advanced class relatively the same line of work has been followed as in the elementary class, except that crayon and charcoal have also been used. The drawing has been from casts, models and objects. Occasional talks have been given to the class concerning the present standing of drawing as a subject of study in the public schools.

3. Blackboard Illustrative Sketching.—At the beginning of the year this course was scheduled for the first and third quarters only. The demand for the work was such, however, that it was found necessary to repeat the course every quarter, and in the third quarter the class had to be divided into two, and in the fourth, into three sections, on account of numbers.

The instruction given has been designed to develop in the student the ability to draw accurately, quickly and freely, upon the board, in light and shade, and to apply the drawing to the illustration of their general teaching. The students are required to apply the drawing to the illustration of lessons in Drawing, Elementary Science, Reading, Language, History, Geography, Botany, and Zoology during their practice teaching in the grades.

Ypsilanti; fishes and invertebrate material from ... of twenty
and the Museum of Comparative Anatomy; a l... ...ical science.
Michigan bird collection; Central American bir... ...bjects of study.
gift of Mrs. E. E. Baxter, of Ann Arbor, and fi...
preparations fully illustrating all classes of verteb...

The Herbarium now contains about 3,500 ... —In this course
hundred having been added during the past ye... ...is handled, invest-
ments are due to Prof. C. D. McLouth, of M... ...use are consid-
lection of plants from that locality, to Mr. F... ...and statements; (2)
Minneapolis, for a package of plants from Ye... ...and (3) the need of
to the Agricultural College for a generous contr... ...persons, places and
and Southern plants. Important additions ha... ...sources of original
collections of Algae and Fungi, and to the ... ...and, clay and putty,
illustrating distribution and teratology. ...constructed.

Geology.—By means of purchases and ... ...five weeks of each
ment has gotten together good working col... ...graphy has been given,
rocks and fossils. The Drift of this vicinity ... ...eography for the ordin-
common minerals, and with the exception ... ...claims of Geography
rocks also in abundance along with corals ...
practical work in the laboratory, bulk ma... ...furnished students in
the dealers. A valuable collection of La... ...rat prosecution of their
ores was presented to the school in 1890 ... Prominent among them
Survey. A systematic series of rocks a... ...books in the library,
principal geological horizons, is used in ... ...a number of the maps
1893 the Smithsonian kindly deposited wi... ...vey, the Kiepert, Supan,
set of casts of typical stone implement... ...individual globes for the
ological structure, geyser and glacial phe... ...models showing typical
collection of handsome photographs. ... ...past year there has been
charts has just been received from the ...
Survey.

In the biological laboratory there h...
pipe work a hard-wood table with acco...
tion. With a petrographic microsco... ...ing.
gas and the incidental instruments and ...ent, comprising two years
tical work there is a little further in th... ...designed to improve the

The library contains, besides the ... ...prepare them to carry on the
the important texts now in English, ...the public schools. Any
and reference books, and numerous ... ...as special teachers of Phys-
State and Government Geological S...

FLOOR VIEW OF GIRLS' GYMNASIUM

ical Training will find abundant opportunity for advanced work in theory, practice and teaching.

The courses designated Physical Training I, II, III and IV, form a continuous graded course of practice and instruction in the gymnasium. The first semester's work is largely exercise in class, following the Swedish system of Educational Gymnastics; during the second semester German exercises with light and heavy apparatus are gradually introduced. This gradual progression is continued through the course. A part of each day's work is the practice of sets of exercises prescribed for the student; the prescription being based on results of physical examination. No books are required in this work, but special suits and shoes are necessary. They cost about $5 for the entire outfit for each student.

Method in Physical Training.—This subject, pursued for 10 weeks, includes the history and leading features of the principal systems of Physical Training, application of educational principles to the teaching of the subject, and school Hygiene.

Applied Anatomy—10 weeks.—Mechanism of the human body is studied in detail by use of the skeleton, manikin, charts and drawings, and the standard authors on Anatomy. The causes of bodily deformity are discussed and methods of prevention and improvement of such cases studied.

Penmanship and Bookkeeping.

PENMANSHIP.

Pen-and-Ink Practice.—Seven of the ten weeks allotted to this subject are given to practice with pen-and-ink in the acquirement of a free, easy style of writing for the student's own use, and to methods of teaching penmanship to pupils of graded and ungraded schools. Special attention is paid to materials, position, movement, and form.

Blackboard Practice.—The remaining three weeks of the term are devoted to practice on the blackboard, attention being given especially to the position at the board and the manner of holding and using the crayon in making light and shaded strokes. Rapidity and legibility are the essential points aimed at.

BOOKKEEPING.

This subject is taught entirely without text-book, the aim being to give to the student a knowledge of business as well as of accounts, by actual practice in such transactions as most commonly come up in daily life, and at the same time so fix the principles in his mind that he can teach bookkeeping with some degree of intelligence. The following is an outline of his work:

Upon being given a certain capital in school currency with which to do business, he is taught how to fill out a deposit ticket, which, with his currency, he takes to the teacher's desk, representing a bank, and makes his first deposit, receiving a pass book, with the amount to his credit, and a check book, by means of which he will make all payments during his continuance in business. He rents a desk from the teacher, paying the rent by check, which he is taught how to fill out. He then opens a set of books, making proper entries for his investment and desk rent, and establishes himself as a general merchant in the retail trade. He buys and sells goods on three, six and nine days' time, makes and receives payment by check or note, as the case may be; has notes discounted; becomes familiar with indorsements; takes off trial balances and statements; in short acquires a good general knowledge of double entry bookkeeping and business transactions.

The Training School.

The Training School is established and maintained in connection with the Normal School for the purpose of furnishing opportunities for observation and practice-teaching to Normal School students, under the supervision of its Director, assisted by a corps of eight model and critic teachers and a kindergartner. It includes in its organization an eight grade school of 300 pupils, and a kindergarten of 40 children. The course of study embraces the subjects and the amount of work required in the corresponding grades of the best public schools.

TEXT-BOOKS USED IN THE TRAINING SCHOOL.

Arithmetic..... .....Wentworth

Algebra.....Boyden
Geometry.....———
Language.....Barnes, Swinton, Reed and Kellogg
Reading....Modern School, Appletons, Barnes, Swinton, Normal, Harper, Geographical and Nature Readers, Standard Supplementary Appleton's Natural History Series, Riverside Literature Series etc.
Geography.....Appleton, Our World
United States History.....Fiske
Civil Government of Michigan.....Pattengill
Penmanship.....Cleary Manual
Dictionary.....Webster
Physiology and Hygiene .....Kellogg, Smith, Martin
Music.....Whiting, National Music Course, Pease
Drawing.....White
Latin.....Jones's First Lessons, Harkness's Grammar, D'Ooge's Colloquia Latina.
German.....———

COURSE OF STUDY—GENERAL STATEMENT.

The work of the Kindergarten corresponds to that usually done in such schools. It is, however, conducted chiefly with reference to the primary grades, in which the methods of the Kindergarten are continued so far as they are properly applicable.

In the four Primary Grades the work of instruction includes such information studies as are suited to the maturity and intelligence of the children, and the elements of formal knowledge as instruments of learning and expression.

Nature Study, governed somewhat by the seasons, is made the basis of the information lessons. Children are led by accurate observing to definite concepts and clear thinking. Expression of ideas follows, and is necessitated by, the possession of ideas; and modes of expression, as modeling, drawing, speaking, writing, reading, etc., are thus directly related to thinking.

Numbers and number work grow out of the consideration of objects and form.

The facts and ideas derived from nature studies are treated in their relations to man, and there is thus introduced the humanistic element which develops into history and literature.

Music and Physical Culture are regular exercises.

In the four Grammar Grades, nature study is continued under

the name of Elementary Science. Topics are treated more fully and systematically, and classification is given more attention.

History and Literature assume more prominence, and have greater relative importance than in the primary grades.

The geography work and history are related.

The reading work is along two lines—one grows out of Geography, History, and Science; the other is of a literary type, and includes English and American classics.

The mathematical work is connected somewhat with Science and Geography and the affairs of everyday life. Arithmetic is continued as a regular study to the seventh grade where it largely gives way to Elementary Algebra and Constructive Geometry.

Both oral and written forms of language are made a feature of all subjects, and Technical Grammar is taught in the upper grades.

Drawing and Writing are continued as modes of expression.

Music and Physical Culture receive attention in all these grades.

During the past year the work in the grades has been conducted on the foregoing general plan. There was an effort to arrange the exercises on the principles of "Concentration" and "Correlation," as these terms have been commonly understood. In doing this, no rigid assignment of topics was made; but the work was varied according to the stage of advancement of the pupils, and their environment of place and seasons.

In the first three primary grades, nature study as suggested by the onward march of the seasons, was, in the main, the center of instruction. The topic selected would usually run for a week, and the work of the grade in other branches would be related to it as far as could conveniently be done, no attempt being made to establish artificial or forced relations. One underlying principle was that the children would acquire formal knowledge most easily when stimulated to intellectual activity by some interesting real knowledge. In accordance with this idea, the following are some of the topics that were treated, each being taken up when abundant specimens and illustrative material could be observed:

Preparation for winter—plants, animals, man; the sleep of winter; weather observations—temperature, winds, etc.; natural phenomena—vapor, mist, fog, rain, frost, snow, ice; heavenly bodies—sun, moon, stars, earth;

insects, birds, and common animals; minerals, rocks, soils, metals; the life history of the plants—seeds, buds, leaves, flowers, fruits.

The number of related sciences that naturally came into the field in the treatment of any one topic, was a matter of great interest. A weekly record was kept under the heads of botany, zoology, mineralogy, geology, meteorology, physics and chemistry; and some weeks nearly all of these would be represented,—thus supporting the claim that the elements of most of the sciences are easily accessible to children, and can easily be made familiar to them.

Geography, arithmetic, writing, form, language and reading, were usually connected with the central subject or with each other, without difficulty. The brief record of a grade for some one week illustrates the method. For example:

Second Grade, first week in October.—Nature Study—general subject, preparation for winter; specific topic—nuts. Children brought in a good supply of beech-nuts, hickory-nuts, black-walnuts, butter-nuts, hazel-nuts and acorns. Parts—shuck, shell, meat, kernel. Eaten by animals.

The squirrel, (specimen.)—Parts—teeth, feet, claws, tail, fur, etc.; habits—manner of eating, storing nuts, home (nest,) hibernation.

Daily weather report—thermometer, frost.

Sun—time of rising and setting; comparison with previous weeks.

Geography—points of compass; mountain and hill (see memory selection.)

Numbers—concrete problems in addition, using the nuts; oral and written drill work with abstract numbers.

Form, etc.—sphere, cylinder, ellipsoid; modeling, cutting and coloring nuts; folding nut-baskets; drawing nuts and squirrel; original drawing—The nutting party.

Penmanship—copying selections; writing original sentences.

Children's nutting song, squirrel song; fruit and nutting games.

Memory selection—The Mountain and the Squirrel.—Emerson.

Readings by teacher—A Nut hard to Crack.—A. Carey; The Oak-tree and the Acorn.—Wiltse.—Reproduction by the children.

Class readings by the children—their own written sentences; blackboard work by teacher; selections from reading books—subjects—Nuts, Squirrel.

The "Nature Study" naturally led to certain humanistic topics, as Thanksgiving, Easter, Arbor Day, Decoration Day, etc.; which then became the subject for a week, and received appropriate treatment. Special topics, as Christmas, Washington's birthday, etc., were also considered.

In the upper primary and in the grammar grades, history and geography have been correlated to some extent. With home geog-

raphy there were considered local history and traditions, trades and occupations, and the community with its local government and institutions. With Michigan geography there were considered the French explorers, settlements, the British occupation, the Indians, Pontiac's conspiracy, Hull's surrender, pioneer history, distinguished men, government, and state institutions. With North America there were considered explorers, pioneers, and distinguished men,—the treatment being mainly in story and biography, with reproduction work. Some attention was given the history of each of the grand divisions and principal countries while they were being studied,—the treatment being mainly through the reading and language work. United States history as a regular study, was taken up in the eighth grade, and also the commercial geography of the United States and a review of Michigan.

Other subjects were similarly "correlated" when they seemed to be so inter-related that they could be used to enforce, strengthen, or illumine each other. The work was experimental and changeable.

KINDERGARTEN DEPARTMENT.

The work in this department may be elected as any other offered in the School. The department has been organized to meet the growing demand for trained kindergarteners, and for primary teachers who have a knowledge of Kindergarten methods.

The instruction consists of:

a. Lectures and class discussions on the principles of the Kindergarten, including the philosophy of gifts and occupations as there employed; followed by the preparation of theses, abstracts and original work by students.

b. Exercises in the use of the gifts and occupations, both as employed in the Kindergarten, and as adapted to the needs of the primary grades. These exercises include block-building; the manipulation of tablets, sticks and rings; perforating, sewing, weaving, coloring, paper-folding, paper-cutting and pasting, and clay-modeling.

c. Practice in the circle work and games of the Kindergarten; pupil teachers joining with the little ones, and themselves going through all the movements.

d. The consideration of such special subjects connected with the work, as: First steps in Music; color work in instruction; the relation between color and sound; the connection between Kindergarten and Primary work, etc.

e. Practice-teaching in the Kindergarten and Primary Grades.

insects, birds, and common animals; minerals, rocks, soils, me history of the plants—seeds, buds, leaves, flowers, fruits.

The number of related sciences that naturally ca field in the treatment of any one topic, was a matter o est. A weekly record was kept under the heads of bot mineralogy, geology, meteorology, physics and chemis weeks nearly all of these would be represented,—th the claim that the elements of most of the scien accessible to children, and can easily be made fami

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Class readings by the children—their ow work by teacher; selections from reading boo

The "Nature Study" naturally led as Thanksgiving, Easter, Arbor Day, then became the subject for a week, a ment. Special topics, as Christmas were also considered.

In the upper primary and in th geography have been correlated to

Names of Students.

Preparatory Course.

NAME.	RESIDENCE.
Andrews, Rose L.	Williamston.
Baker, Frances J.	Port Huron.
Barber, Cora Estella	Moline.
Ballou, Cora M.	Ypsilanti.
Barber, Mary E.	Milford.
Beckwith, Inez M.	Norvell.
Brown, Alice L.	Carleton.
Boone, Mabel Gertrude	Ypsilanti.
Bolton, Edythe M.	Imlay City.
Brooks, Beryl	Wixom.
Bohm, Hattie A.	Fowlerville.
Boies, Mrs. Edna Bel.	Hudson.
Burtless, Latona A.	Colden.
Buell, John H.	Mt. Morris.
Cavanagh, Alice	Falmouth.
Clement, Chas. J.	Pontiac.
Clement, Grace Eloise	Ypsilanti.
Childs, Edna E.	Ypsilanti.
Crittenden, Nettie L.	Rawsonville.
Cliffe, George I.	Carson City.
Cobb, Elizabeth D.	Frederic.
Conklin, Nettie	Eaton Rapids.
Conklin, Jay, jr.	Eaton Rapids.
Crosby, Flora Nina	Novi.
Comiskey, Mae	Chubb's Corners.
Curtis, Meda G.	Hudsonville.
Crysler, Rose R.	West Sumpter.
DeVoe, Una E.	Ypsilanti.
Divine, Myrtie	Cambria.
Dibble, John	Cone.
Donaldson, Leoline L.	Saline.
Doyle, James B.	Grand Rapids.
Doud, Maud	Cambria.
Dunlap, Clyde	Ypsilanti.

NAME.	RESIDENCE.
Elliott, Ina Chloe	Ypsilanti.
Farquharson, Alice M.	Willard.
Flint, D. Emery	Kinderhook.
Foley, May	Ypsilanti.
Fox, Ida	Hartstuff.
Gardner, Gertrude	Tyrone.
George, May	Ypsilanti.
Golds, Laura E.	Grand Rapids.
Gortner, Edress	St. Joseph.
Gorton, Fred	Ypsilanti.
Hall, Grace Lee	Ypsilanti.
Hammond, Lulu	Alpena.
Hamilton, Frank Holbrook	Hastings.
Hagadorne, Nellie	Lansing.
Hermann, Henrietta	Red Jacket.
Hill, J. Meade	Texas.
Hoover, Royal H.	Whittaker.
Horton, Pearl E.	Augusta.
Hope, Maggie E.	Belleville.
Hoffmann, Frank H.	Maybee.
Hunt, Elmore M.	Bell Branch.
Hurst, Anna M.	Henderson.
Jenks, Hattie V.	Ypsilanti.
Krumbeck, John	Ypsilanti.
Kyser, Jennie S.	Mason.
Lathers, Richard	Inkster.
Lathers, Mabel E.	Inkster.
Lambert, Belle M.	Plank Road.
Lewis, Claude L.	Ypsilanti.
Lilley, Edith	Belleville.
Love, Mary	Brooklyn.
Martin, William P.	Ypsilanti.
Martin, John A.	Dixboro.
Maegle, Wilhelmina	Ypsilanti.
McLean, William A.	Argyle.
Millage, Marie C.	London.
Miles, Florence E.	Howell.
Minnis, Fannie	Ypsilanti.
Moyer, Elam M.	Samaria.
Murray, Margaretta	Royal Oak.
Murray, Edwin S.	Ypsilanti.
Norris, Mayme	Litchfield.
Oldenburg, Winnie L.	Farmington.

NAME.	RESIDENCE.
Obrest, Lyda H.	Ypsilanti.
Obrest, John C.	Ypsilanti.
Osborne, Loie Mabel	Tekonsha.
Outhwaite, Wm. H.	Ypsilanti.
Palmiter, Florence Rachel	Chicago.
Parmelee, Edward Henry	Ypsilanti.
Pennell, Jessie A.	Walled Lake.
Perry, Frank W.	Tyrone.
Phillips, Mrs. Emma	Brighton.
Potter, Mary L.	Willis.
Rappleye, Mollie S.	Ypsilanti.
Rappleye, Lulu	Ypsilanti.
Riggs, Lena	Ypsilanti.
Rodger, Margaretha M.	Ann Arbor.
Robbe, Emma	Belleville.
Root, Bessie	Plymouth.
Roach, Jennie M.	Torch Lake.
Roche, Andrew	Anderson.
Robbins, Loren M.	Constantine.
Rogers, Agnes	South Butler.
Rodger, Mary Ann	Ann Arbor.
Sayles, Mattie,	Milan.
Schaefer, Lenna	Ypsilanti.
Starkweather, Gurdon S.	Davisburg.
Shehan, Lauretta M.	Pinckney.
Shea, Annie	Opechee.
Stringer, Leonard J.	Detroit.
Schoenholz, Kate M.	Howell.
Thayer, Herbert B.	Farmington.
Theisen, Joseph J.	Carleton.
Thorne, L. Enoch C.	Ypsilanti.
Truesdell, Eleanor	Canton.
Van Sycle, Frank M.	Sparta.
Vail, George M., 2d.	Ypsilanti.
Vorce, Ella M.	Rawsonville.
Voorheis, Wilber J.	Belleville.
Watkins, Guy Lester	Birmingham.
Watson, Fay H.	Lacota.
Whitney, Jennie May	Allen.
White, Minor Ellis	Ypsilanti.
Whipple, Cora A.	Augusta.
Williams, Floy M.	Delton.
Wright, A. T.	Burton.

NAME	RESIDENCE.
Wisner, Samuel N.	Tecumseh.
Williams, Mabel Claire	Olean, New York
Wright, Laura	Lee's Corners.

First Year.

NAME.	COURSE.	RESIDENCE.
Allen, Nina Agnes	Regular	Tipton.
Allen, Edith J.	Regular	Capac.
Andrews, Mrs. Elizabeth	5 yr. Cer.	Rochester.
Allen, Elmer C.	5 yr. Cer.	Ypsilanti.
Andrews, Ernest M.	5 yr. Cer.	Mosherville.
Barrington, Minnie	Regular	Eureka.
Blackmer, Hattie M.	Regular	Pewamo.
Bates, Martha Ella	5 yr. Cer.	Moline.
Bates, Clara E.	5 yr. Cer.	Moline.
Bates, Katharine S.	Regular	Grayling.
Bacon, Alice	Regular	Pontiac.
Blackmer, George A.	Regular	Byron Centre.
Bennett, Mary Antoinette	Regular	Eloise.
Berry, Cora Mae	Regular	Osborne.
Bellows, Grace E.	5 yr. Cer.	Eaton Rapids.
Beveridge, Annie	Regular	St. Ignace.
Bellows, Jessie	5 yr. Cer.	Kingsland.
Bliss, Madge	Regular	Rockford.
Bond, Charity A.	An. Cl.	London.
Boutell, Horace	Regular	Ypsilanti.
Bowen, Metta A.	5 yr. Cer.	Richards, Ohio.
Brophy, Frances C.	5 yr. Cer.	Columbus.
Burke, Annie	5 yr. Cer.	Emery.
Chapin, Mary C.	5 yr. Cer.	Owosso.
Campbell, Jennie L.	5 yr. Cer.	Manchester.
Chapman, Charles W.	Regular	Cohoctah.
Cavanagh, Edith	Regular	Falmouth.
Chappell, Cassa M.	Regular	Berlin.
Chapel, George Henry, jr.	Regular	Grand Blanc.
Cady, Bertha Abby	Regular	Fenton.
Clark, George O.	Regular	Ann Arbor.
Cecil, Callie M.	5 yr. Cer.	Delta, O.
Clinton, John	5 yr. Cer.	Greenfield.
Cross, Genevieve,	Lat. Ger.	Romulus.

NAME.	COURSE	RESIDENCE.
Coventry, Henrietta	Regular	Frederic.
Cowan, Edith E.	Regular	Grattan.
Cowan, Alex.	Regular	North Street.
Crosby, Jessie Dunham	Regular	Cass City.
Cundiff, Effie L.	Regular	Ypsilanti.
Curtis, Loie	5 yr. Cer.	Commerce.
Cutler, Lillian B.	Regular	So. Riley.
Churchill, Ralph C.	5 yr. Cer.	Burnside.
Davis, Minnie B.	5 yr. Cer.	Ypsilanti.
Deming, Jennie C.	Kindergarten	Jackson.
Diller, Henry A.	Regular	Ypsilanti.
Doane, Webb C.	5 yr. Cer.	Ypsilanti.
Easey, Anna	Regular	Bedford.
Elliot, Elva B.	Music	Ypsilanti.
Fisher, Sarah J.	Regular	South Lyon.
Fisher, Lovisa A.	Regular	Tipton.
Fox, Kate	Regular	Peck.
Fleming. Joseph E.	Regular	Dowagiac.
Flint, Wm. D.	Music	Novi.
Foley, Joseph C.	Regular	Ypsilanti.
Fuller, Henry H.	Regular	Hart.
Fryer, Maggie M.	Regular	Ypsilanti.
Gaffney, Nellie	5 yr. Cer.	Ann Arbor.
Green, James A.	5 yr. Cer.	Pinckney.
Greene, Clarence E.	5 yr. Cer.	Ypsilanti.
Gill, Joseph E.	Sci.	Ypsilanti.
Gillam, Eugene L.	Regular	Sparta.
Goodrich, Ralph D.	Regular	Ypsilanti.
Gross, Ida M.	Regular	Unionville.
Grove, Selbie Denton	Regular	Pewamo.
Godfrey, Mrs. Melanie	Regular	Owosso.
Hampton, Blanche L.	Regular	Ovid.
Hawley, Claire	Regular	Chesaning.
Hawkes, Maude E.	5 yr. Cer.	Litchfield.
Harper, Alice Carey	5 yr. Cer.	Norvell.
Heckert, Wesley E.	5 yr. Cer.	Ogden Centre.
Hoyt, Ellen Irene	5 yr. Cer.	Eaton Rapids.
Howard, Nina	5 yr. Cer.	Ypsilanti.
Hosner, Miunie A.	Regular	Detroit.
Holmes, Ellsworth Geo.	5 yr. Cer.	Duplain.
Hungerford, Virgil U.	5 yr Cer.	Lester.
Hunt, Mrs Sarah H.	Regular	Richmond.
Imus, Georgia F.	5 yr. Cer.	Pentwater.

NAME.	COURSE.	RESIDENCE.
Jerrells, Ora B.	5 yr. Cer.	Hudson.
Jones, Etta B.	5 yr. Cer.	Dimondale.
Kinne, George Conklin	Regular	Ypsilanti.
Kinne, Zach, jr.	Regular	Three Oaks.
Knopf, Sibyl	5 yr. Cer.	Blissfield.
Lawrence, Don Joseph	5 yr. Cer.	Ypsilanti.
Lamb, Clara Belle	5 yr. Cer.	Bonney.
Leary, Minnie	Regular	Calumet.
Lee, Fannie H.	Regular	Ypsilanti.
Lillie, Louisa A.	Regular	Coopersville.
Lower, Oscar W.	5 yr. Cer.	Marshall.
Lull, Herbert G.	Regular	Central Lake.
Marvin, Fred	Regular	Hartland.
Magauran, Josie	Regular	Merrill.
McLean, Duncan W.	Regular	Argyle
Moore, Alice E.	Eng. Ger.	Ypsilanti.
Morton, U. Grant	Regular	Fenton.
Monroe, Melia H.	Regular	Otsego.
Morton, Flora	Regular	Bonney.
McDonald, Frank R.	Regular	Detroit.
McCullough, Harvey V.	Regular	Commerce.
Munger, Ella May	Regular	Tecumseh.
Newton, Lillie B.	Regular	Cooper.
Nelson, Eugene	5 yr. Cer.	Salem.
Noteware, Ray	Regular	Williamsburg.
Norton, Raymond	5 yr. Cer.	Vicksburgh.
Norris, Orland Otway	Regular	Three Oaks.
O'Brien, Frances	Regular	Kalamazoo.
O'Brien, Minnie	5 yr. Cer.	Emery.
O' Brien, Delia	Regular	Mich. Centre.
Paton, Christina E.	5 yr. Cer.	Almont.
Parish, Will G.	Regular	Flat Rock.
Pearce, Webster H.	Lat. Ger.	Dexter.
Peters, Sidney D.	Regular	Flat Rock.
Peters, Mary R.	5 yr. Cer.	Springport.
Price, Belle	Regular	Munith.
Powers, Carrie	5 yr. Cer.	Republic, O.
Rendel, George	5 yr. Cer.	Cone.
Redlin, Maria A. A.	Regular	Deerfield.
Reynolds, Lena M.	5 yr. Cer.	Concord.
Reid, Nellie	Regular	Imlay City.
Reid, Anna E.	Regular	Imlay City.
Rieman, Ella H.	Regular	Hadley.

NAME.	COURSE.	RESIDENCE.
Robbins, Leafy L.	5 yr. Cer.	Constantine.
Root, Mabel	Eng. Lat.	Plymouth.
Rourke, Johanna C.	Regular	Hancock.
Robinson, Walter A.	Regular	Ypsilanti.
Ronan, Bertha M.	Regular	Middleville.
Rose, Maude	Music	Ypsilanti.
Roote, Florence E.	Regular	Owosso.
Robinson, Alfred Sherman	Regular	Clifford.
Root, Marcia	Kindergarten	Leslie.
Rutherford, Grace	5 yr. Cer.	Almont.
Strang, Eugene	Regular	Ypsilanti.
Staup, Alister B.	5 yr. Cer.	Victorsville.
Shaw, Frances A.	5 yr. Cer.	Azalia.
Sanders, Laura V.	Regular	Bear Lake
Sayre, Grace E.	Kindergarten	Canton
Secor, Florence E.	5 yr. Cer.	Onsted.
Stead, Clarence G.	Regular	Maple Rapids.
Selleck, Judson F.	Regular	Bay City.
Sherwood, Louise M.	5 yr. Cer.	Ypsilanti.
Stitt, Albert C.	Regular	Ypsilanti.
Stuart, Marguerite	Regular	Watervale.
Thayer, Grace C.	Regular	Farmington.
Travis, Loa	5 yr. Cer.	St. Johns.
Tredway, Martha E.	5 yr. Cer.	Wayne.
Tripp, Ada B.	5 yr. Cer.	Commerce.
Tuttle, Wilber J.	Regular	Ypsilanti.
Van Zandt, Mrs. Nina L.	Regular	Sparta.
Van Sice, Lizzie M.	Regular	Wayne.
Van Sice, Nellie J.	Regular	Wayne.
Vedder, Lois E.	5 yr. Cer.	Whittaker.
Vroman Maude C.	Eng. Lat.	Ypsilanti.
Van Buren, Rosslyn H.	Regular	Centerville.
Warren, Addie M.	Regular	Belding.
Watson, John Henry	Regular	Ada.
Warner, Louis Chas.	Regular	Saline.
Weeks, Alice Esther	Regular	Leslie.
Wever, Rachel May	Kindergarten	Marlette.
Whitcomb, Lemley	Regular	Ypsilanti.
Wright, Frank	5 yr. Cer.	Lee's Corners.
Woodruff, John Barnaby	Regular	Detroit.
Woodman, Emma	5 yr. Cer.	Paw Paw.
Woodruff, Eleanor E.	Regular	Rockford.

Second Year.

NAME	COURSE.	RESIDENCE.
Andrews, Mollie P.	5 yr. Cer.	Pontiac.
Allen, Fannie Irene	Sh. Ger.	Tipton.
Allison, Clara Janet	Regular	Saginaw, W. S.
Aiken, Emma B.	5 yr. Cer.	Spring Arbor.
Austin, Grace	Regular	Dansville.
Batt, Katharine M.	Regular	Tekonsha.
Ball, Jessie	Regular	Detroit.
Bates, Wm. H.	Regular	Frankfort.
Brayton, Louise	Lat. Ger.	Chicago, Ill.
Blackmer, Bertha	5 yr. Cer.	North Adams.
Benson, Edwin C. C.	Sh. Ger.	Perry.
Benedict, Olive S.	Lit. Sci.	Ypsilanti.
Benton, Joseph E.	Regular	Lambertville.
Brennan, Margaret J.	5 yr. Cer.	Detroit.
Beeby, Daniel J.	Regular	Sparta.
Bignell, Lillian	Regular	Quincy.
Boyrie, Alice M.	5 yr. Cer.	Augusta.
Bowen, May S.	5 yr. Cer.	Battle Creek.
Brown, William L.	Regular	Ypsilanti.
Bowdish, Inez M.	Regular	Stockbridge.
Bowdish, Grace M.	Regular	Stockbridge.
Brown, Flora B.	Regular.	Belleville.
Bowen, Cora L.	Regular	Chelsea.
Burke, Florence E.	Regular	Greenville.
Butler, Bertha	Eng. Ger.	Gregory.
Campbell, Mrs. Lavilla H	Regular	Manistee.
Chapman, Sara A.	Kindergarten	Constantine.
Charbonneau, Anna M.	5 yr. Cer.	Ypsilanti.
Cawley, Anna C.	Regular	Morenci.
Calkins, R. D.	Regular	Parma.
Chase, Alta B.	5 yr Cer.	Otsego.
Caul, Myrta L	Regular	Marcellus.
Cleveland, Grace Arvilla	5 yr. Cer.	Coldwater.
Clinton, Helen	Regular	Pinckney.
Clinton, Jennie	Regular	Pinckney.
Childs, A Winifred	Regular	Whittaker.
Crittenden, Mary Alice	5 yr. Cer.	Ypsilanti.
Crippen, Mary L.	5 yr. Cer.	Ypsilanti.
Cooley, George D.	5 yr. Cer.	Ceresco.
Crosby, Bertha Ina	Regular	Novi.
Conklin, Flora B.	Regular	Springport.
Cross, Irving	Regular	Romulus.

NAME.	COURSE.	RESIDENCE.
Cunningham, Florence	5 yr. Cer.	Hamburg.
Crysler, Mary E.	5 yr. Cer.	West Sumpter.
Drake, Theodore T.	5 yr. Cer.	North Farmington
Davis, Deland A.	5 yr. Cer.	Climax.
Darling, Anna J.	Regular	Commerce.
DeLong, Harriet S	5 yr. Cer.	Leland.
Diller, Herbert M.	Regular	Ypsilanti.
Dohany, Emmet E.	5 yr. Cer.	Southfield.
Eayres, Clora May	Regular	Adrian.
Frey, Amelia Isabel	Regular	Kalamazoo.
Finch, Anna D.	Kindergarten	Elsie.
Fuller, William Cromwell	5 yr. Cer.	Milan.
Greenfield, Frank W.	5 yr. Cer.	Church's Corners.
George, Austin, Jr.	Lat. Ger.	Ypsilanti.
Greenaway, Flora	Lat. Ger.	Fowlerville.
Gillett, Minnie A.	5 yr. Cer.	Big Beaver.
Grozinger, Emma Kate	5 yr. Cer.	Woodland.
Goodrich, Francis L. D.	Diploma	Ypsilanti.
Gordon, Julia Ann	5 yr. Cer.	Saline.
Hathaway, Helen Hope	Eng. Lat.	Blissfield.
Hanna, Mary Belle	Regular	Birmingham.
Hardy, Olive L.	5 yr. Cer.	Ypsilanti.
Havens, Pansy A.	Regular	Grayling.
Harris, John B.	Regular	Stony Creek.
Hendrie, Christine	Eng. Ger.	Montague.
Hesse, Nina May	5 yr. Cer.	Napoleon.
Howard, B. Adna	Regular	Webber, Kan.
Howard, Effie Cornelia	Regular	Ovid.
Hunt, Mattie W.	Regular	Haslett Park.
Johnson, Alice A.	Regular	Ypsilanti.
Jordan, Belle C.	5 yr. Cer.	Atlas.
Kinnicutt, Grace	5 yr. Cer.	South Lyon.
Kinney, George E.	Regular	West Toledo, Ohio.
Kinne, Edmund P.	An. Cl.	Ypsilanti.
Kilgour, Bertha F.	Regular	Marlette.
Krumbeck, Rose L.	Regular	Ypsilanti.
Kyle, William	Regular	North Farmington.
Lawrence, Hattie Clara	5 yr. Cer.	Sagerville.
LaRowe, Pina	5 yr. Cer.	Webberville.
Lawrence, Hattie K.	5 yr. Cer.	Ypsilanti.
Lawton, Chas. T.	5 yr. Cer.	Dexter.
Lathers, Adelbert E.	Eng. Lat.	Inkster.
Loomis, Chester B.	Regular	Ypsilanti.

NAME.	COURSE.	RESIDENCE.
Lovewell, Lucia A.	Eng. Ger.	South Lyons.
Loud, Bessie A.	5 yr. Cer.	Oscoda.
Maguire, Joanna	Regular	Ypsilanti.
Mathews, Bertha W.	5 yr. Cer.	Spring Arbor.
Marvin, Maude	5 yr. Cer.	Ypsilanti.
Malcolm, Susie J.	5 yr. Cer.	Commerce.
Marvin, Martha G.	Regular	Azalia.
Mast, Samuel Ottmar	Regular	Emery.
Metcalf, Mrs. Jennie	Regular	Ubley.
Merriam, Georgia	Regular	Otisville.
Milner, Lou. M.	5 yr Cer.	Stockbridge.
Miller, Rutherford B.	Regular	Belleville.
Moyer, Lucy S.	Regular	Samaria.
Morse, Anna E.	Eng. Ger.	St. Clair.
Moore, Fannie B.	Regular	South Haven.
Moore, Ella J.	5 yr. Cer.	Ypsilanti.
Murray, Alice	Regular	Forester.
McArthur, Martha A	Regular	Cass City.
McArthur, Jennie H.	Regular	Cass City.
McGee, Anna M.	5 yr. Cer.	Brooklyn.
McCormick, Minnie K.	5 yr. Cer.	Charlotte.
McDonough, Margaret	Regular	Ypsilanti.
McDougal, Jennie	Regular	Richmond.
McCrossen, Benj. R.	Regular	Grand Rapids.
Nash, Lavinia	5 yr. Cer.	Sparta.
Ostrander, Sayre H.	Regular	London.
Orchardson, Flora Mabel	Regular	Spring Lake.
O'Neill, Nora	5 yr. Cer.	Dollar Bay.
Osborn, R. Irene	Regular	Concord.
Olcott, Emma L.	5 yr. Cer.	Ypsilanti.
Ocobock, Joseph	Regular	Whitehall.
Patterson, Jennie B.	5 yr. Cer.	Cascade.
Parks, Fred H.	Regular	Battle Creek.
Parsons, Carl G.	5 yr. Cer.	Devil's Lake.
Pakes, Nellie B.	5 yr. Cer.	Stanton.
Phillips, William N.	Regular	Brighton.
Prindle, J. May	5 yr. Cer.	Charlotte.
Price, Almeda M.	Regular	Springport.
Pierce, Ida	Regular	Ceresco.
Randall, Ray A.	Regular	Adrian.
Rouse, Bessie G.	5 yr. Cer.	Blissfield.
Robbe, Gertrude A.	5 yr. Cer.	Belleville.
Swaine, Florence L.	Regular	Ypsilanti.

NAME.	COURSE.	RESIDENCE.
Sayles, Edith Minnie	5 yr. Cer.	Plymouth.
Steves, Geo. H.	Lat. Ger.	Brooklyn.
Sherrod, Addie May	5 yr Cer.	Paw Paw.
Stevens, Adah Motte	5 yr. Cer.	Devereaux
Smith, Mildred S.	Regular	Ypsilanti.
Snidecor, Fred G.	Regular	Ypsilanti.
Shingler, Helen	5 yr. Cer.	Delray.
Soults, Hattie May	Regular	Royal Oak.
Shoemaker, Lucy V.	5 yr. Cer.	Rochester.
Stokes, Belle	5 yr. Cer.	Mulliken.
Scotney, May L.	Eng. Lat.	Ypsilanti.
Thayer, Lillie J.	Sh. Ger.	Ypsilanti.
Thayer, Anna W.	Regular	Farmington.
Thompson, Mary E.	Regular	Birmingham.
Townsend, Luella C.	Kindergarten	Chelsea.
Thompson, Fred E.	Regular	Reed City.
Turner, Edith May	Regular	Sherwood.
Turner, Eugene	Lit. Sci.	Michigan Centre.
Tuttle, Laura Helen	Regular	Ypsilanti.
Warner, Lillian L.	Regular	Traverse City.
Waterbury, Asahel R.	Regular	Quincy.
Warner, William M.	Regular	Dowling.
Warner, George Gill	Regular	Ypsilanti.
Waltz, Mabel A.	5 yr. Cer.	Waltz.
Watters, Benj. J.	Regular	Marlette.
Waterbury, Chas. E.	Eng. Lat.	Quincy.
Wilcox, Hattie May	Regular	Bad Axe.
Wilkinson, Mary	5 yr. Cer.	South Lyon.
Whipple, Mabel F.	Regular	Novi.
Wimer, Ida May	Regular	Coldwater.
Wright, Garret O.	5 yr. Cer.	Ypsilanti.
Wisner, Carl Victor	Lit.	Tecumseh.
Wilcox Hattie	Eng. Ger.	Belleville.
Worden, Orpha E.	Regular	Grand Ledge.
Wood, J. Jay	Regular	Grand Rapids.
Wood, Mrs. Susie W.	Regular	Grand Rapids.
Young, Irene E.	Sh. Ger.	Saline.

Third Year.

The names of students taking the short courses prescribed for graduates of approved High Schools are marked thus *.

Ackermann, Minna C.*	Kindergarten	West Bay City.
Alexander, John M.*	5 yr. Cer.	Marcellus.

NAME.	COURSE.	RESIDENCE.
Allen, Mary Elizabeth	5 yr. Cer.	Pontiac.
Ableson, John*	5 yr. Cer.	Plymouth.
Aldrich, Susie May*	Lat. Ger.	Ludington.
Atkins, Edith I.*	Kindergarten	Petoskey.
Ayres, Nellie E.	5 yr. Cer.	Muskegon.
Avery, Alice Maud*	Regular	Alma.
Baessler, Emilie*	Regular	Ann Arbor.
Ball, Alice Helen	Regular	Hamburg.
Barber, Louisa C.*	5 yr. Cer.	Ypsilanti.
Batchelder, Sophie E.*	5 yr. Cer.	Grass Lake.
Barnum, Edna Gates	5 yr. Cer.	Ypsilanti.
Baker, Mabel Edna*	5 yr. Cer.	Carson City.
Banford, Jessie*	Kindergarten	Union City.
Baker, Estelle E.*	Kindergarten	St. Johns.
Barber, Maude M.*	5 yr. Cer.	Mason.
Bauer, Mollie M.	5 yr. Cer.	Athens.
Bradshaw, Eloise S.	Lit.	Belleville.
Barrows, Harlan H.*	Regular	Armada.
Brewer, Nora E.	5 yr. Cer.	Owosso.
Bell Hubert Edwin*	5 yr. Cer.	Union City.
Bennett, Verne S.	5 yr. Cer.	Fenton.
Benson, Earl F.	Lit. Sci.	North Adams.
Bellamy, Agnes L.*	Regular	Portland.
Benedict, Ada May	Eng. Ger.	Wacousta.
Bibbins, Carrie E.	Regular	Whittaker.
Biesky, Augusta	Regular	Detroit.
Bierkamp, Mary Anna*	5 yr. Cer.	Wyandotte.
Brown, Forest B. H.	Regular	Ypsilanti.
Boyce, Fannie L.*	Regular	Ypsilanti.
Brockway, Benjamin	5 yr. Cer.	South Allen.
Bordine, Mina Etta*	Regular	Saline.
Bouldin, Harriet L.*	Lat. Ger.	Saginaw, West Side
Brooks, Marion A.*	5 yr. Cer.	Plainwell.
Brondige, John E.	5 yr. Cer.	Davisburg.
Burnett, Phoebe	5 yr. Cer.	Duncan.
Burdick, Orion L.	Sh. Ger.	Crawford.
Buck, Charlotte	5 yr. Cer.	Ypsilanti.
Clark, Grace Lydia*	Regular	Wyandotte.
Chapel, Rosa Belle	5 yr. Cer.	Grand Blanc.
Chapel, Avis Gray	5 yr. Cer.	Grand Blanc.
Caswell, Inez Estella*	5 yr. Cer.	Birmingham.
Carney, Grace Beulah*	5 yr. Cer.	Battle Creek.
Clark, Esther*	Regular	St. Johns.

NAME		
Cawood Minnie Maud*		
Chapman Washington E		
Cleveland [illegible]		
Cole Ira A*		
Cromie Mary Belle		
Costello Helen*		
Collins Estelle		
Cowell William [illegible]*		
Conklin Rena Florence		
Cobb, Myron A		
Coverdale George E		
Churchill Fred Mark		
Dawson Jean		
Delaforce Nellie M		
Devero William [illegible]		
Desmond [illegible]*		
Dickinson Sadie*		
Dickinson Marie A		
Dwight Louis L*		
Dobson Carrie A*		
Dunham Katharine P*		
Dunham Mary Agnes*		
DuBois, Mary Belle*		
Dyer, Marie E		
Edwards George [illegible]*		
Everett John F*		
Edger, Ernest [illegible]*		
Estlow, Harriet E*		
Fairbanks Lola [illegible]*		
Farmer, Arthur E		
Fairchild Lizzie [illegible]*		
Fletcher, Mamie E*		
Ferguson Laurena [illegible]*		
Field, Mabel [illegible]*		
Fitzpatrick, Isaac [illegible]		
Fowler, Bertha*		
Fox, Georgia Ethel*		
Ford, Grace H*		
Fuller, Viola L*		
Gardner Mary E[illegible]		
Graverock Gertie*		
Gardner Ella Marie		
Graham, Belle [illegible]		

NAME.	COURSE.	RESIDENCE.
Allen, Mary Elizabeth	5 yr. Cer.	Pontiac.
Ableson, John*	5 yr. Cer.	Plymouth.
Aldrich, Susie May*	Lat. Ger.	Ludington.
Atkins, Edith I.*	Kindergarten	Petoskey.
Ayres, Nellie E.	5 yr. Cer.	Muskegon.
Avery, Alice Maud*	Regular	Alma.
Baessler, Emilie*	Regular	Ann Arbor.
Ball, Alice Helen	Regular	Hamburg.
Barber, Louisa C.*	5 yr. Cer.	Ypsilanti.
Batchelder, Sophie E.*	5 yr. Cer.	Grass Lake.
Barnum, Edna Gates	5 yr. Cer.	Ypsilanti.
Baker, Mabel Edna*	5 yr. Cer.	Carson City.
Banford, Jessie*	Kindergarten	Union City.
Baker, Estelle E.*	Kindergarten	St. Johns.
Barber, Maude M.*	5 yr. Cer.	Mason.
Bauer, Mollie M.	5 yr. Cer.	Athens.
Bradshaw, Eloise S.	Lit.	Belleville.
Barrows, Harlan H.*	Regular	Armada.
Brewer, Nora E.	5 yr. Cer.	Owosso.
Bell, Hubert Edwin*	5 yr. Cer.	Union City.
Bennett, Verne S.	5 yr. Cer.	Fenton.
Benson, Earl F.	Lit. Sci.	North Adams.
Bellamy, Agnes L.*	Regular	Portland.
Benedict, Ada May	Eng. Ger.	Wacousta.
Bibbins, Carrie E.	Regular	Whittaker.
Biesky, Augusta	Regular	Detroit.
Bierkamp, Mary Anna*	5 yr. Cer.	Wyandotte.
Brown, Forest B. H.	Regular	Ypsilanti.
Boyce, Fannie L.*	Regular	Ypsilanti.
Brockway, Benjamin	5 yr. Cer.	South Allen.
Bordine, Mina Etta*	Regular	Saline.
Bouldin, Harriet L.*	Lat. Ger.	Saginaw, West Side.
Brooks, Marion A.*	5 yr. Cer.	Plainwell.
Brondige, John E.	5 yr. Cer.	Davisburg.
Burnett, Phoebe	5 yr. Cer.	Duncan.
Burdick, Orion L.	Sh. Ger.	Crawford.
Buck, Charlotte	5 yr. Cer.	Ypsilanti.
Clark, Grace Lydia*	Regular	Wyandotte.
Chapel, Rosa Belle	5 yr. Cer.	Grand Blanc.
Chapel, Avis Gray	5 yr. Cer.	Grand Blanc.
Caswell, Inez Estella*	5 yr. Cer.	Birmingham.
Carney, Grace Beulah*	5 yr. Cer.	Battle Creek.
Clark, Esther*	Regular	St. Johns.

NAME.	COURSE.	RESIDENCE.
Cawood, Minnie Maud*	5 yr. Cer.	Marshall.
Chapman, Washington H.	Sci.	Rockwood.
Cleveland, Julia Arlene	Regular	Coldwater.
Cole, Ira A.*	5 yr. Cer.	Berlin.
Cromie, Mary Belle	5 yr. Cer.	Ypsilanti.
Costello, Helen*	5 yr. Cer.	Battle Creek.
Collins, Estelle	5 yr. Cer	Ypsilanti.
Cowell, William Glenn*	Regular	Quincy.
Conklin, Rena Phedorah	Kindergarten	Charlotte.
Cobb, Myron A.	Sci.	Ypsilanti.
Coverdale, George H.	Regular	Mayville.
Churchill, Fred Mark	5 yr. Cer.	Almont.
Dawson, Jean	Sh. Ger.	East Dayton.
Delaforce, Nellie M.	Lat. Ger.	Milan.
Devero, William Charles	5 yr. Cer.	Pinckney.
Desmond, Julia*	Eng. Lat.	Linden.
Dickinson, Sadie*	5 yr. Cer.	White Pigeon.
Dickinson, Maria A.	Music	Ypsilanti.
Dwight, Louis D.*	Regular	Decatur.
Dobson, Carrie A.*	5 yr. Cer.	Decatur.
Dunham, Katharine E*	Regular	St. Joseph.
Dunham, Mary Agnes*	Regular	St. Joseph.
DuBois, Mary Belle*	Regular	Hillsdale.
Dyer, Marie E.	Kindergarten	Decatur.
Edwards, George Anna*	Regular	Lake Linden.
Everett, John P.*	Regular	Ypsilanti.
Edger, Ernest Jay*	Regular	Hastings.
Estlow, Harriet E.*	Regular	Coldwater.
Fairbanks, Lola Adele*	Regular	Coldwater.
Farmer, Arthur E.	5 yr. Cer.	Pontiac.
Fairchild, Lizzie Newell*	Regular	Wyandotte.
Fletcher, Mamie E.*	5 yr. Cer.	Chelsea.
Ferguson, Lauretta May*	5 yr. Cer.	Ovid.
Field, Mabel Delyra*	Regular	Eaton Rapids.
Fitzpatrick, Isabel Janet	5 yr. Cer.	Hancock.
Fowler, Bertha*	5 yr. Cer.	Owosso.
Fox, Georgia Etta*	Lat. Ger.	Ovid.
Ford, Grace H.*	Lat. Ger.	Ludington.
Fuller, Viola L *	Regular	Greenville.
Gardner, Mary Elizabeth	Mod Cl.	Ypsilanti.
Graverock, Gyda*	5 yr. Cer.	Ishpeming.
Gardner, Ella Matilda	5 yr. Cer.	Ypsilanti.
Graham, Belle Gladys	Sci.	Douglas.

NAME.	COURSE.	RESIDENCE.
Geiger, Minnie Kathryn*	5 yr Cer.	Ypsilanti.
Gregory, Wm. Mumford	Regular	Hillsdale.
George, Harriet Louise	Lit. Fr.	Ypsilanti.
Green, Anna F.*	Regular	Sault Ste. Marie.
Gingles, Ollie H.*	5 yr. Cer.	Schoolcraft.
Gillespie, Wilmer J.	5 yr. Cer.	Denton.
Girzi, Lida Annarosa*	5 yr. Cer.	Ishpeming.
Gierst, Charlotte*	5 yr. Cer.	Fremont.
Godfrey, Kate*	5 yr. Cer.	Jonesville.
Godfrey, Jennie Mae*	5 yr. Cer.	Sand Beach.
Godfrey, Minna Maud*	5 yr. Cer.	Sand Beach.
Goldsworthy, Elsie M.*	5 yr. Cer.	Hancock.
Grosvenor, Mildred A.*	5 yr. Cer.	Mt. Clemens.
Gurd, Edith May	5 yr. Cer.	Ypsilanti.
Gunn, Nora	5 yr. Cer.	Charlotte.
Harmon, Theron A.*	5 yr. Cer.	Plymouth.
Hathaway, Dorothy Mae	Eng. Lat.	Blissfield.
Hankey, Amelia*	5 yr. Cer.	Houghton.
Hay, Caroline	Lat. Ger.	Ypsilanti.
Haner, Edna H.	Eng. Lat.	Rockford.
Harden, Lulu Belle*	Kindergarten	Jackson.
Harger, Lena Levange*	5 yr. Cer.	Pontiac.
Hanford, May Evelyn	5 yr. Cer.	Plymouth.
Hall, Carrie Louise*	Lat. Ger.	Sand Beach.
Hall, Nellie Hattie*	Lat. Ger.	Sand Beach.
Haas, Harriet Marie*	5 yr. Cer.	Houghton.
Hadlow, Ella*	Regular	Benton Harbor.
Hansen, Lena Bergetta*	5 yr. Cer.	Ludington.
Harrison, E. Wilber*	Eng. Lat.	Blissfield.
Harlow, Lelia Marchant*	5 yr. Cer.	Decatur.
Hart, T. J.*	5 yr. Cer.	Rock Creek, O.
Heesen, Mary G.*	5 yr. Cer.	Tecumseh.
Henderson, Hattie*	5 yr Cer.	Armada.
Herrington, Florence*	5 yr. Cer.	Newaygo.
Hemingway, Ada Grace	5 yr. Cer.	Hadley.
Hill, Ada Benton	Kindergarten	Saline.
Hilliard, Alta Mary*	Regular	Holt.
Hinckley, Rose	5 yr. Cer.	Paw Paw.
Hipp, L. Mathilda*	5 yr. Cer	Jackson.
Horn, Mary*	Lit. Sci.	Imlay City.
Holmes, Mary Edith*	Regular	Hudson.
Howell, Una Elsie*	Regular	Caro.
Honeywell, Charlotte L.	Regular	Prairieville.

NAME.	COURSE.	RESIDENCE.
Howard, Myrtis Adelle	Regular	Ovid.
Holmes, Estella	Regular	Caseville.
Holmes, Bertha Aldrich	Lit. Sci.	Caseville.
Higgins, Jay P.	5 yr. Cer.	Dailey.
Howell, Joseph W.	5 yr. Cer.	Macon.
Houck, Hessie Mary*	5 yr. Cer.	Albion.
Howard, Jerome Walton	An. Cl.	Lansing.
Hurd, Virginia May*	5 yr. Cer.	Saline.
Huff, Grace*	5 yr. Cer.	White Pigeon.
Huyck, Sara Edna	Lit.	Decatur.
Hunker, Emma Genevieve*	5 yr. Cer.	Hillsdale.
Janes, Eunice J.*	Kindergarten	Ann Arbor.
Jennings, Warner Adna	Regular	Benton Harbor.
Jenks, Nellie Gardner*	Kindergarten	Port Huron.
Knapp, Bernice E.*	Regular	Ypsilanti.
Kapp, Edith M.*	Regular.	Manchester.
Krenerick, Mary E.*	5 yr. Cer.	Albion.
Kemp, Florence*	5 yr. Cer.	Ishpeming.
Kelley, James Edward	5 yr. Cer.	Toronto, Ont.
Keane, Mayme Eleanor*	5 yr. Cer.	Dollar Bay.
Kirby, Myrtle Darling*	Regular	Wyandotte.
King, Grace Webster*	Kindergarten	Oscoda.
Kline, Leona*	5 yr. Cer.	Cassopolis.
King, Fanny C.*	5 yr. Cer.	Coldwater.
Kopp, Edna Gladys*	Kindergarten	Charlotte.
Laughlin, Leonora*	5 yr. Cer.	Ishpeming.
Laughlin, Margaret T.*	5 yr. Cer.	Ishpeming.
Lavigne, Mary E.*	Kindergarten	Champion.
Lang, Mary Anne*	5 yr. Cer.	Calumet.
Lean, Jennie E.*	5 yr. Cer.	Calumet.
Lindsley, Mabel Clare*	Regular	Decatur.
Lickley, Iva May*	Regular	Prattville.
Lincoln, Addison I.*	Regular	Armada.
Lockwood, Lamont H.	Sh. Ger.	Petersburg.
Lowry, Sarah Ellen	5 yr. Cer.	Norvell.
Luxmore, Claude J.	5 yr Cer.	Grass Lake.
Lyon, Lorenzo Merritt*	5 yr. Cer.	Eaton Rapids.
Lyon, Mary Anna*	5 yr. Cer.	Eaton Rapids.
Mashat, Louisa B.*	5 yr. Cer.	Ypsilanti.
Marshall, Bertha	Regular	Nashville.
Mertz, Emma Jane*	Kindergarten	Caro.
Mead, Edith*	Kindergarten	St. Johns.
Mead, Grace	5 yr. Cer.	Reading.

NAME.	COURSE.	RESIDENCE.
Mellencamp, Frank J.	Sh. Ger.	Grass Lake.
Miller, Adelbert A.*	5 yr. Cer.	Tekonsha.
Mitchell, Catharine*	Kindergarten	Negaunee.
Mines, Grace Estella	5 yr. Cer.	Nunica.
Miller, Fannie*	5 yr. Cer.	Schoolcraft.
Montonye, Ida Athelia*	5 yr. Cer.	York.
Moore, Harry E.	5 yr. Cer.	Ypsilanti.
Mullins, Catharine*	5 yr. Cer.	Ishpeming.
Mundy, Nellie Douglas*	5 yr. Cer.	Calumet.
Myhrs, Cora*	5 yr. Cer.	Pikes Peak.
Myers, Ruth*	Regular	Cassopolis.
McKenzie, Harriet M*	Regular	Ludington.
McCallum, Jennie May*	5 yr. Cer.	Holton.
McDiarmid, Warren*	5 yr. Cer.	Bowne.
McDiarmid, Lester*	5 yr. Cer.	Bowne.
McGinnis, Mary D*	5 yr. Cer.	Pontiac,
McDonald, Meda	5 yr. Cer.	Ypsilanti.
McMullen, Nettie	5 yr. Cer.	York.
McCormick, Minnie K.	5 yr. Cer.	Charlotte.
Nagler, Louise Carolina	Kindergarten	Freeport.
Newell, Mildred L.	5 yr Cer.	Dundee.
O'Keefe, Esther*	5 yr. Cer.	Hancock.
Oberschmidt, Christine L *	5 yr. Cer.	Manchester.
Owen, Mary Alma	Kindergarten	Bellevue.
Page, Sophia*	5 yr. Cer.	Union City.
Parker, Mary Adelaide	Regular	Ypsilanti.
Packard, Martha A*	5 yr. Cer.	Lowell.
Palmer, Nellie*	5 yr. Cer.	Milford.
Paxson, James B.*	Regular	Dundee.
Paul, Mayme L *	5 yr. Cer.	Dundee.
Pitts, George Albert	5 yr. Cer.	Rockford.
Pickett, Grace N.	5 yr. Cer,	Leslie.
Potts, Ida Belle*	Regular	Decatur.
Pope, Hattie*	Kindergarten	Calumet
Pope Flora Alberta	Regular	Vermontville.
Quick, Elva E.*	Kindergarten	Ovid.
Rains, Ada Rose*	Regular	Sault Ste. Marie.
Ransom, Angie F.*	Regular	Jonesville.
Raymond, Samuel W.	Lit. Sci.	Jasper.
Rappleye, Mattie F.*	Regular	Ypsilanti.
Retallic, Anna*	Kindergarten	Calumet.
Read, Carrie E.	5 yr. Cer.	Richland.
Replogle, Ida B.*	Sci.	St. Johns.

NAME.	COURSE.	RESIDENCE.
Reinl, Allie Ella	Regular	Ypsilanti.
Reis, Elizabeth*	5 yr. Cer.	Houghton.
Rentenbach, Matilda M.*	5 yr. Cer.	Hancock.
Reed, Sarah Adelaide	Regular	Grand Rapids.
Richardson, Annice T.*	5 yr. Cer.	Eldorado, Ks.
Ryan, Beatrice*	5 yr. Cer.	Ishpeming.
Sanborn, Winifred C*	Regular	Decatur.
Sprague, Maude*	Regular	Buchanan.
Spaulding, Emma A.	Regular	Cadillac.
Straight, Bertha H.	5 yr. Cer.	Coldwater.
Sands, Effie	Kindergarten	Ypsilanti.
Straight, Eunice	Eng. Lat.	Coldwater.
Stewart, Nellie	5 yr. Cer.	Ypsilanti,
Schermerhorn, Lizzie M.	Mod. Cl.	Reading.
Sherman, George Edwards	An. Cl.	Ypsilanti.
Steward, Thos. E.	Regular	Lansing.
Sherwood, Grace*	5 yr. Cer.	Benton Harbor
Smith, Grace Leona*	5 yr. Cer.	Union City.
Smith, Ernest H.*	5 yr. Cer.	Pontiac.
Smith, Mabel Lena*	Regular	Coldwater.
Smith, Lucy Esther*	5 yr. Cer.	Grass Lake.
Smith, Nellie Edwina	Regular.	Ypsilanti.
Smith, Gertrude	5 yr. Cer.	Lawton.
Smith, Julia Elizabeth*	5 yr. Cer.	Grand Rapids.
Smith, Nellie M.	5 yr. Cer.	Eagle Harbor.
Smith, Thos. Chas.	Sci.	California.
Smith, Ruth Louise*	5 yr. Cer.	Marshall.
Smith, Alberta A.	5 yr. Cer.	Ypsilanti
Stiles, Jessie Maud*	Regular.	Coldwater.
Slingerland, Anna G.*	Eng. Ger.	Hastings.
Sinclair, Frank Elmer	Lit. Sci.	Burnside.
Snidecor, Jennie Mae	Kindergarten	Ypsilanti.
Skinner, Alice	Regular	Maple Rapids.
Sooy, Frank H.	Sci.	Wayland.
Slocum, May A*	5 yr. Cer.	Grand Rapids.
Spokes, Agnes M.	5 yr. Cer.	Norvell.
Southgate, Mary F.	Regular	Detroit.
Stumpenhusen, Alma V.	Sh. Ger.	Rawsonville.
Taylor, J Clay*	Regular	Grass Lake.
Taylor, Fannie Bell*	Lat. Ger.	Grand Rapids.
Taylor, Belle*	Eng. Lat.	Marcellus.
Trebilcox, Anna*	5 yr. Cer.	Ypsilanti.
Tilden, Jessie L*	5 yr. Cer.	Lowell.

NAME.	COURSE.	RESIDENCE.
Thorpe, Ira G.	Lit. Sci.	Hamilton.
Tooze, Fred J.	Eng. Lat.	Bedford.
Townsend, Luella C.*	Kindergarten.	Chelsea.
Thomas, Flora*	Regular	Three Rivers.
Tuthill, Blanche*	5 yr. Cer.	Owosso.
Urban, Adelaide J.	5 yr. Cer.	Blissfield.
Van Valkenburg, Eva	Regular	Milan.
Van Cleve, Nathaniel W.	Regular	Ypsilanti.
Warner, Alice Anne	Regular	Lee's Corners.
Walkinshaw, May L.*	5 yr. Cer.	Marshall.
Waltz, Anna Marie*	5 yr. Cer.	Marshall.
Wallace, Henry M.	5 yr. Cer.	Hartland.
Warren, Leo E.	Regular	Union City.
Watkins, Laura Ann*	5 yr. Cer.	Wyandotte.
Webster, Dana S.*	5 yr. Cer.	Portland.
Webb, Mabel Eleanor*	5 yr. Cer.	Hancock.
Westgren, Abigail*	5 yr. Cer.	Ishpeming.
Welsh, Anna Katharine*	Regular	Schoolcraft.
Weightman, Bessie Ruby*	5 yr Cer.	Mt. Pleasant.
Whitlock, Etola M.*	5 yr. Cer.	Portland.
Whipple, Frank Elmer	5 yr. Cer.	Belding.
Wicks, Gertrude May*	Regular	Jonesville.
Wilson, Jeanie Eleanor	Kindergarten	South Haven.
Woodin, Helen*	Regular	Oxford.
Wooden, Ætna M.*	5 yr. Cer.	Portland.
Wood, Allen Fred*	Regular	Saline.
Young, Greta*	5 yr. Cer.	Nashville.

Fourth Year.

The names of students taking the short courses prescribed for graduates of approved High Schools are marked thus.*

Adams, Lottie Maude	Sh. Ger.	South Lyon.
Augustine, Lettie O. H.	Lit. Sci.	Ypsilanti.
Barber, Carrie Anna	Eng. Lat.	Richland.
Baker, Jessie Maria	Eng. Ger.	Springport.
Bartlett, Winifred E.	Regular	Plymouth.
Bradley, Arthur	Regular	Clinton.
Briggs, Ethelyn Almira	Sci.	Portland.
Brown, Nellie Aloysa	Lit. Sci.	Ypsilanti.
Broad, Edith Christine	Eng. Lat.	Negaunee.
Brown, Mary Elizabeth	Lit.	Port Huron.
Burgess, Chas. Henry	Sci.	Flint.

NAME.	COURSE.	RESIDENCE.
Caldwell, Myrtie Ethelyn*	Regular	Schoolcraft.
Clark Louise*	Kindergarten	Three Rivers.
Case, Edith Marie*	Sci.	Manchester.
Clark, Sereno B.*	Lat. Ger.	Union City.
Clark, Irving A.*	Sci.	Corey.
Carpenter, Mary Bronson*	Lat. Fr.	Kalamazoo.
Crippen, Carrie May	Music	Ypsilanti.
Cromie, Margaret	Eng. Fr.	Ypsilanti.
Cooper, Elsie Evelyn*	Lat. Ger.	Port Huron.
Copeland, Cornelia Alice*	Regular	Dexter.
Comstock, Emilie Ophelia	Lat. Ger.	Ypsilanti.
Cogshall, Chas. H.	Lit. Sci.	Sparta.
Delaforce, Annie E.	Regular	Milan.
Diller, Harriet	Lat. Ger.	Ypsilanti.
Dimmick, Mary E.*	Kindergarten	East Tawas.
Ellis, Harriet Rosetta	Eng. Ger.	Ypsilanti.
Emery, Lottie Marie	Lit. Sci.	Wayne.
Foley, Jessie C. H.	Eng. Lat.—Kg.	Republic.
Farnam, Florence Adelle*	Lit.	Sand Lake.
Glass, Susie	Lat. Ger.	Ypsilanti.
Green, Clarence Wilson	An. Cl.	Hadley.
Geaghan, Blanche	Sh. Ger.	Ypsilanti.
Grigsby, Orrell*	Lit.	Allegan.
Gould, R. Raymond N.	Eng. Lat.	Perrinton.
Gower, John Bertram	Lit. Sci.	Armada.
Hayner, Earl*	Sci.	Ypsilanti.
Hadlow, Nettie*	Regular	Benton Harbor.
Hawkins, Eleanor Anna*	Lit. Sci.	Oscoda.
Harding, Louise*	Lat. Ger.	Hillsdale.
Hall, Edward J.	Sci.	Central Mine.
Heron, Alice Isabel	Lit. Sci.	Boise, Idaho.
Hendershott, Ella Pearl*	Eng. Lat.	Irving.
Heath, Mabel	Sh. Ger.	Wixom.
Hinckley, Cora	Lit. Sci.	Paw Paw.
Hoch, Helen*	Lat Ger.	Michigan City, Ind.
Howard, Benj. F.	Regular	Ypsilanti.
Hunt, James Daniel	Lit. Sci.	Ypsilanti.
Hughes, Mary Curran	Lit. Sci.	Calumet.
Hyder, Alice*	Kindergarten	Plainwell.
Ingersoll, May H.	Lit.	Dundee.
Isherwood, Maude*	Lat. Ger.	Charlotte.
Knapp, Lois E.	Sh. Ger.	Leslie.
Kennedy, Andrew Dwight	Lit. Sci.	Mt. Pleasant.

NAME.	COURSE.	RESIDENCE.
Kimmell, William Leasure	Sci.	Ypsilanti.
Langley. Jessie Pearl*	Lit.	Mason.
Leland, Joshua Grant	Lit. Sci.	Emery.
Linderman, William H.	Lit. Sci.	Grand Rapids.
Livingston, Chas. D.	Lat. Ger.	Bowne.
Loomis, Grace A	Regular	Ypsilanti.
Loomis, Leonard Stanton	An. Cl.	Union Home
Marvin, Albert Chas.	Lit. Sci.	Azalia.
Mosher, Clare D.*	Regular	Centreville.
McLaren, Olivia Janet*	Lat. Ger.	Muskegon.
McAlpine, Schuyler Colfax	An Cl.	Dowagiac.
McTavish, Katharine May*	Sci.	Saginaw, West Side
McKenzie, Mary Viola	Lat Ger.	Ludington.
McNicol, Jeanie	Lat. Ger	Ypsilanti.
McDonnell, Lizzie E *	Lit. Sci.	Hancock.
McConnell, Millard Fillmore*	Regular	Charlotte.
McDonald, E. Della	Lat. Ger.	Ypsilanti.
Newcomb, Amy A.	Eng Lat.	Marcellus.
Parsons, Gertrude Lucile	Music	Ypsilanti.
Parks, Jessie L.	Lit. Sci.	Battle Creek.
Pickett, Mary	Lit. Lat.	Leslie.
Pickett, Lulu E	Eng. Lat.	Leslie.
Pomeroy, May Emma*	Lit Sci	Armada.
Resch, Edith Naomi*	An. Cl.	Charlotte.
Rogers, Anna Augusta*	Lit Sci.	Oscoda
Robinson, Emma Jean*	Lat. Ger.	Port Huron.
Spangler, Lydia Anna	Lit Sci.	White Pigeon.
Stevens, Florence L *	Regular	Portland.
Smith, Ada B *	Regular	Mosherville.
Stout, Mary Theresa	Lit	Adrian.
Scott, Alice Mary	Lat Ger.	St. Joseph.
Taylor, Lillian*	Regular	Sands.
Taylor, Rose Margaret*	Lit. Sci.	Sands.
Taylor, Bessie Viola*	Regular	Yreka, Cal.
Travis, Mary L.	Eng. Lat.	Climax.
Ulber, Margaret C.	Regular	Worden.
Vanneter, Merritt Chappell*	Lit. Sci.	Williamston.
Van Dusen, Janet Young	Sci.	Ypsilanti.
Webb, Florence Savannah	Regular	Le Moyne, O.
Warner, Martha Marilla	Lit. Sci.	Ypsilanti.
Weed, Ethel Mary	Eng. Lat.	Detroit.
Weir, Henrietta E.*	Mod. Cl.	Manchester.
Williams, Daisy M.*	Lit. Sci.	Beacon.

NAME.	COURSE.	RESIDENCE.
White, Nettie J.	Regular	Whitehall.
Whitehead, R. Ayres	An. Cl.	Benton Harbor.
Wilson, Angeline*	Sci.	South Haven.
Zimmerman, Bessie*	Regular	Three Oaks.

Special.

Beebe, Rodney A.		Ovid.
Church, Charles D.		Ypsilanti.
Dart, Lizzie		Pontiac.
Gareissen, Mrs. Oscar		Ypsilanti.
Jamieson, Henry		Brighton.
Keeler, Lewis W.		Concord.
Lunn, Ernest		Greenville.
Morse, May E.		Dundee.
Mayze, Mary		Walled Lake.
Smith, Katharine L.		Coldwater.
Tooze, Emma L.		Ypsilanti.
Young, Margaret Alice		Bellaire.

College Graduates.

Groner, Orel S.		Riley.
McArthur, Duncan D.		Cass City.
Pagelsen, Otto H.		Grand Haven.
Wilson, Arthur George		North Aurelius.

Post Graduates.

Andrews, Frank E.	Special	Coldwater.
Goodison, Alice	Special	Ypsilanti.
Hardy, Belle	Special	Hudson.
Johnson, Henry E.	Special	Ypsilanti.
Shankland, Hattie A	Special	Ypsilanti.
Spencer, Leah Abby	Kindergarten	Ypsilanti.
Stoffer, John Edward	Special	Williamston.
Travis, Ora	Special	St. Johns.
Van Buren, Dennis Cilbert	Special	Dexter.
Wigle, Mary E. H.	Special	Grand Rapids.

Conservatory.

Adams, L. Earl	Piano	Fremont, Ind.
Alban, Martha M.	Piano	Willis.
Andrews, Frank E.	Vocal	Coldwater.
Ackermann, Minna C.	Vocal and Piano	West Bay City.
Austin, Grace	Vocal	Dansville.
Ayres, Maude	Piano	Ypsilanti.
Bailey, Fanny A.	Vocal	Union City.
Ball, Maude	Piano	Corunna.
Barnum, Blanche	Violin	Ypsilanti.
Braginton, Cora	Vocal	Otsego.
Bartley, Bertha A.	Vocal	Otsego.
Benedict, Ada M.	Vocal	Wacousta.
Brems, Olive	Violin	Ypsilanti.
Brems, Edna	Piano	Ypsilanti.
Bird, Myra L.	Piano	Gregory.
Bohm, Olive	Piano	Fowlerville.
Boone, Mabel G.	Piano	Ypsilanti.
Boone, Herbert	Violin	Ypsilanti.
Bowen, Edith	Vocal	Detroit.
Blue, Pearl Alta	Piano and Vocal	Elm.
Buell, Daisy E.	Piano	Union City.
Burlingame, Augusta	Cons.	Cadillac.
Burtless, Latona A.	Piano	Colden.
Chase, Zada	Cons.	Otsego.
Carney, Grace B.	Vocal	Battle Creek.
Canen, Hattie	Organ	Samaria.
Chandler, Florence Mae	Vocal	Frankfort.
Camburn, Florence	Vocal	Macon.
Crippen, Carrie	Vocal	Ypsilanti.
Childs, Edith M.	Piano	Whittaker.
Cornwell, Genevieve	Vocal	Ann Arbor.
Coverdale, George	Vocal	Mayville.
Cross, Stella	Piano	Ypsilanti.
Curtis, Florence	Piano	Ypsilanti.
Downing, Mary G.	Piano and Vocal	Ypsilanti.
Eaton, Anna	Piano	Ypsilanti.
Edwards, Myrtle	Vocal	Dowagiac.
Ellis, Bethlea	Vocal	Ypsilanti.
Estlow, Zoe	Vocal	Coldwater.
Farnham, Jennie B.	Vocal	Ypsilanti.
Frue, Helen	Vocal	Detroit.
Frue, Argenta	Vocal	Detroit.

NAME.	COURSE.	RESIDENCE.
Forbes, Marion	Piano and Vocal	Fenton.
Gareissen, Marie	Vocal and Piano	Galveston, Tex.
Gareissen, Isabella	Cons.	Galveston, Tex.
Grigsby, Octavia	Vocal	Allegan.
Graves, Fred	Violin	Ypsilanti.
George, Louise	Vocal	Ypsilanti.
Godfrey, Kate	Vocal	Jonesville.
Harris, Ida	Piano	Kalamazoo.
Harlow, Leila M.	Piano and Vocal	Decatur.
Haight, Carrie	Piano	London.
Henderson, Mrs. Cora	Piano and Vocal	Lyons.
Hendershott, Nellie Blanche	Vocal	Irving.
Holmes, Matilda	Piano	Ypsilanti.
Hungerford, Louise	Piano	Ypsilanti.
Hendershott, Pearl	Piano	Irving.
Holmes, Edith	Piano	Hudson.
Irick, Nellie M	Vocal	Dundee.
Innis, Milicent	Vocal	Ypsilanti.
James, Maude	Organ	Ypsilanti.
Johnson, Sylvester	Violin	Ypsilanti.
Kennedy, Nora P.	Violin and Piano	Ishpeming.
Kenny, Clara L.	Vocal	Blair, Nebr.
Kennedy, A. Dwight	Vocal	Mt. Pleasant.
Krenerick, Mary E.	Vocal	Albion.
Lawton, Belle	Cons.	Ypsilanti.
Lang, Evelyn	Piano	Elk Rapids.
LeFurge, Cora	Piano	Ypsilanti.
Lee, Mabel	Piano	Brighton.
Lewis, Grace L.	Vocal	Hudson.
Lowden, Alice M.	Piano	Ypsilanti.
Martin, Maude May	Vocal	Ypsilanti.
Mansfield, Grace	Piano	Ypsilanti.
Marcy, Mabel	Vocal	Lyons.
Marsh, Harriet	Vocal	Detroit.
Marks, Ella	Piano	Bunker Hill.
Mead, Eleanor	Vocal and Piano	Ypsilanti.
Minor, Mrs. D. E.	Vocal	Ann Arbor.
Miller, Loa	Piano	Ann Arbor.
Moore, Bertha N.	Piano	South Butler.
McDonald, Metta	Piano	Ypsilanti.
Muenscher, Lulu R.	Vocal and Piano	Manistee.
Mullison, Belle	Vocal	Ann Arbor.
Miller, Fannie	Vocal	Schoolcraft.

NAME.	COURSE.	RESIDENCE.
McCallum, Jeanie	Piano	Holton.
McKenzie, Mary V.	Vocal	Ludington.
Newcomer, Edith	Piano	Memphis.
Newell, Mildred	Vocal	Dundee.
O'Brien, Mary	Conservatory	Beacon.
Osborne, Bessie B.	Vocal	Tekonsha.
Parsons, Lovina	Conservatory	Ypsilanti.
Pawson, Jennie	Vocal	Ypsilanti.
Parshall, Carrie E.	Piano	Hartland.
Palmer, Eva	Vocal and Piano	Medina.
Pease, Ruth C.	Vocal and Piano	Ypsilanti.
Pomeroy, M. Louise	Vocal	Ypsilanti.
Pope, Hattie	Piano	Calumet.
Parsons, Gertrude L.	Piano and Vocal	Ypsilanti.
Reynolds, Jennie M.	Piano	Owosso.
Redman, Bertha	Piano	Michigan Centre.
Rorison, Gertrude	Harmony	Ypsilanti.
Ross, Belle	Harmony	Ypsilanti.
Ross, Julia A.	Harmony	Ypsilanti.
Ross, Mrs. Anabel	Harmony	Ypsilanti.
Rooker, Elda	Piano	Otsego.
Shaw, Merry L.	Piano	Ypsilanti.
Stevens, Grace B.	Vocal and Piano	Ypsilanti.
Stebbins, Fannie D.	Vocal and Piano	Ypsilanti.
Swift, James M.	Vocal	Fall River, Mass
Smith, Philinda M.	Piano	Elk Rapids.
Smith, Frank C.	Violin	Ypsilanti.
Spencer, Mrs. Ella	Organ	Ypsilanti.
Smits, Rev. Bastian	Vocal	Ypsilanti.
Spencer, Leah A.	Piano	Ypsilanti.
Strong, Fannie	Piano	Ypsilanti.
Todd, Mrs. Lucy	Piano	Ypsilanti.
Todd, Horatio	Violin	Ypsilanti.
Thompson, F. E.	Vocal and Piano	Reed City.
Tracy, Mamie	Piano	Ypsilanti.
Vail, George M.	Vocal	Ypsilanti.
Wallin, Winifred	Piano	Northville.
Wallin, Maraquita	Violin	Northville.
Waterman, Leone	Violin	Ypsilanti.
Wadsworth, Fred E.	Vocal	Petersburg.
Warner, Mabel C.	Vocal and Piano	Ypsilanti.
Williams, Daisy M.	Piano	Beacon.
Wilders, Mabel E.	Piano and Vocal	Caro.

NAME.	COURSE.	RESIDENCE.
Whitcomb, Laura E.	Piano	Otsego.
Wiard, Grace	Vocal	Ypsilanti.
Wildey, Winnie	Piano	Paw Paw.
White, Stella	Piano and Vocal	Marlette.
Whitehead, R. Ayres	Vocal	Benton Harbor.
Wood, Mary B.	Vocal	Ypsilanti.
Woodcox, Cornelius A.	Piano	St. Joseph, Ind.

Post Graduates.

Bassett, Florence L.		Duluth, Minn.
Cheshire, Georgia		Ypsilanti.
Dodge, John W.		Ypsilanti.
Wilber, Minnie		Ypsilanti.

List of Graduates, 1893-4.

One Year Courses for High School Gradu

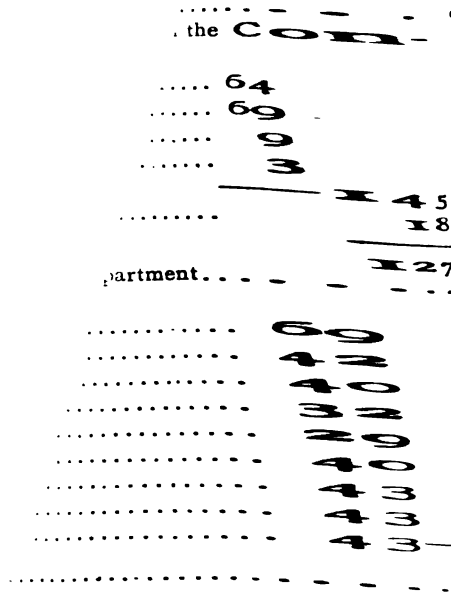
FIVE YEAR CERTIFICATE.

Adams, Bertha Mary, Rochester.
Andrews, Euretta, Bismark.
Aldrich, Helen F., Ludington.
Bartlett, Lucy A., Kg., Sand Beach.
Brakeman, Nannie C., Kg., St. Clair.
Bailey, Mary May, Lansing.
Bartlett, Julia Phoebe, Sand Beach.
Bissell, Maude, Lake View.
Buell, Flora C., Kg., Ann Arbor.
Bunn, Sophie Grace, Cadillac.
Buck, Helena Hendee, Kg., Charlotte.
Case, Edith Marie, Kg., Manchester.
Carleton, Iva May, Kg., St. Clair.
Cleaver, George, Caro.
Cochrane, Mary Edith, Rea.
Cookingham, DeLette, Ypsilanti.
Cusick, Eunice Elva, Jackson.
Farnam, Florence A., Sand Beach.
French, Frank Milton, Constantine.
Finley, Bertha V., Kg., G'd Ridge, Ill.
Gaw, Byrdie Anna, Union City.
Gasser, Caroline, Kg., Calumet.
Griswold, Frances M., Kg., Ovid.
Gilbert, Evelyn, St. Clair.
Hamlin, Alice Louisa, Kg., Albion.
Hanaford, Adaline, Kg., St. Clair.
Hadlow, Nettie, Benton Harbor.
Haddrill, Mattie Leona, Pontiac.
Hollace, Ella M., Han
Hopkins, Frances E., I
Hyder, Alice, Plainwe
Isaacsen, A. Lizzie, H
Ives, Fannie Sophia,
Jenks, Allie, Sand B
Krentel, Christian
Lacey, Winifred Vin
Lean, Nina, Benton
Lewis, Nina, Bento
Lowell, May Ina, I
McClaskie, Carrie,
Mosher, Clare D
McCutcheon, Lill
Nott, Nettie M.,
Palmer, Lulu M
Passage. Emily
Sweeting, May I
Stevens, Floren
Simmons, Car
Sickler, Lura,
Springstead, I
Smith, Sarah
Smyth, Geor
Trowbridge,
Whitlock, L
Wortley, M
Young, Ar

Three Year Cours

FIVE YEAR CERTIFICAT

Armstrong, Edwin T., Adrian.
Barker. Hattie, Sand Lake.
Green, W
Gordon,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Bockheim, Carrie, Shorter German, Detroit.
Babbitt, Alice Lavinia, Music, Ypsilanti.
Conrad, Julia Stella, Literary, Wacousta.
Campbell, Mary Belle, English German, M
Clark, James Elton, English Latin, Milan.
Daley, Hiram C., Ancient Classical, Shep.
Drake, Bertha, English Latin, Weston.
French, Helen, English Latin, Cassopolis
Goodrich, Ernest Payson, Scientific, Yps
Goss, Etta C., Literary Scientific, Otseg
Goodison, Bertha, Modern Classical, Y
Granville, Verona E., Shorter German.
Holland, Rupert, Literary Scientific, S
Hyser, Frank H., Literary Scientific,
Holbrook, Lemuel G., Ancient Classic
Hunter, Irving Benj., Ancient Classic
Hall, Minnie O., English Latin, Dupl
Holbrook, Lemuel G., English Latin
Johnson, Henry Elmer, Literary Sc
Ludwig, William Arnold, English L
Miller, Agnes Christiana, English I
McCutcheon, Herbert, English La
Norton, Charles Hardy, Scientific.
Orcutt, Rose Helena, Modern Cla
Post, Gardner A., Literary Scien
Parsons, Sara Attallia, Latin Ge
Ross, DeForest, Scientific, Ypsil
Sherwood, Lucy Mary, Literary
Sturgis, James Welling, Englisl
Taggart, Mary Agnes, Literary
Travis, Ora, Ancient Classical
Uren, Mrs. Louise Helmuth, I
Van Buren, Dennis C., Liter
Vandeburg, Frank, English I
Vogt, Fannie, Music, Richm
Wilcox, Felix Eugene, Engl
Waring, Charles H., Englis
Weed, Millie Louise, Engli
Wilber, Minnie, Music, Y

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Degree of Bachelo

Flanegan, Oren Samuel, Allegan
Farnam, Charles A., Ludington
Holden, Perry Greely, Oviatt.

NTRANCE.

and the wild

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reasons for your corrections:

r.
tes whom he had seen.

row?
he verb lay:
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ird singular.
ird singular.
e, third singular.
progressive, third singular.
explain grammatical construction of

ter?
seem, but character is *what* we are.
traitors?
rs, we often deceive ourselves.
I unto thee.

ing number-form of such of the following
forms: We, us, ourselves, which, whoever,
and any.

ach of the following sentences:
an be written on this side.
only be written on this side.
be written on this side only.
To what parts of speech does it belong? Compare
r comparison, two of irregular comparison.

brief analysis of the following sentence:
n is he who, being free from the troubles money
ands fullest of work.

and conjunctions may be called connectives. Define
speech, and illustrate by sentences the difference in

tages that accrue from the use of the diagram in teach-

Entrance Examinations

Questions Used in Examination for Admission to
Year 1894-5:

The questions are given here to indicate in a ge
students the standard required for admission, in repres
Boards of Education, school principals, and teac
of examination questions as they are published by app

Arithmetic and Algebr

1. Have you taught school? If so, how long?
2. When it is noon at Melbourne it is 2 o'clo
Greenwich. What is the longitude of Melbourne?
3. What sum bearing 4½% interest will yield
4. By heating iron 185° it expands ⅛ of 1%
expand in passing from 30° below zero to 110° abo
5. Extract the cube root of 2 5 to three plac
6. Solve this set of equations:

$$3x-4y+6z=1$$
$$2x+2y-\ z=1$$
$$7x-6y+7z=2$$

7. Solve the equation, $x+\frac{x}{x-1}=\frac{(x-2)(}{x+}$
8. Reduce to the lowest term the fractio

$$\frac{x^6+2x^3y^3+}{x^6-y^6}$$

9. Factor the expression $a^2-ax-6x^2$.

Gramm

EXAMPLE OF TEST QUEST

I. Analyze or diagram:
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Schedule of Classes, First Semester, 1895-6.

Hours.	Fourth Year.	Third Year.	Second Year.	First Year.	Preparatory.
I. 8:40—9:25.	Analytical Geometry and Calculus History and Literature of Music Latin IX *Physiology Review 1 and 2-10 w. Science of Education	Chemistry *History of Education 2-10 w. Geography Review 1 and 2-10 w. Laboratory Practice 1 and 2-10 w. U. S. Political History	Advanced Botany 1-10 w. English Literature Greek I *Psychology Physics I Physical Training I (Men and Women.)	*Algebra II *Elementary Drawing French I Plane Geometry Rhetoric Structural Botany 2-10 w.	Arithmetic Civil Government German I Reading and Orthoepy
II. 9:30—10:15.	German VII Greek V Old and Middle English Physiology Review 1 and 2-10 w. *Teaching	Chemistry English Constitutional History *Geography Review 1 and 2-10 w. Harmony I	*English Literature Latin V Physics I Psychology Applied *Solid Geometry Voice Culture IV	*Algebra II *Elementary Drawing English History Plane Geometry Physical Training I (Women.) Structural Botany 1 and 2 10 w.	Algebra I German I
III. 10:20—11:05.	Lithological Geology Latin Sight Reading Musical Composition I Methods in Science 1-10 w. *Teaching	Algebra III General History Greek III *Physics II U. S. Political History Physical Training III (Women.)	Advanced Drawing *Arithmetic Review 1 and 2-10 w. French III *Grammar Review 1 and 2-10 w. Psychology	*Algebra II Elementary Drawing German III Plane Geometry Physical Training I (Women.) Voice Culture I	U. S. History Grammar Physiology
IV. 11:10—11:55.	Advanced Psychology Laboratory Work (Geology.) Method in History 1-10 w. *Teaching	Algebra III French V Latin VII *Laboratory Practice 1 and 2-10 w. Physics II Universal Geography	*Arithmetic Review 1 and 2-10 w. *Grammar Review 1 and 2-10 w. German V Greek and Roman History Physical Training I (Men.)	Counterpoint I Elements of Vocal Music Elementary Drawing Latin III Physical Training I (Women.)	Algebra I Arithmetic Civil Government Grammar Geography Physiology

V. 12:00—12:45.	Political Economy 2-10 w. *Science of Government 1-10 w.	*Method in Common Branches Reading 1-5 w. Grammar 2-6 w. Arithmetic 3-5 w. Geography 4-5 w.	*Solid Geometry	English History Elementary Drawing Plane Geometry Penmanship *Rhetoric Voice Culture II	Algebra I Elementary Physics Geography Latin I Reading and Orthoepy
VI. 2:00—2:45.	*Teaching	Kindergarten Instruction Laboratory Work (Chemistry.) Laboratory Work (Physics II.)	Invertebrate Zoology		Latin I
VII. 2:50—3:25.	*Teaching	Laboratory Work (Physics I.) Laboratory Work (Chemistry.)	Laboratory Work (Zoology.) Physical Training I (Women.) Applied Anatomy 1-10 w. Method in Physical Training 2-10 w.	Blackboard Sketching 1 and 2-10 w. Advanced Reading 1 and 2-10 w.	
VIII. 3:40—4:25.	Astronomy (Observation evenings.)	Physical Training III (Men.)	Physical Training III (Women.)	Sketching from Life 4:00–6:00	

CHOIR PRACTICE DAILY, 7:50—8:15 a. m. *CHAPEL EXERCISES DAILY, 8:20 a. m.*
The Training School has two sessions daily, 9—11:45 a. m., and 1:30—3:30 p. m. Grade criticism, 3:40—4:25.
Library hours, 7:45 a. m.—5 p. m. Saturdays, from 10 a. m. to 4 p. m.
Subjects starred (*) are prescribed for this semester. All others are elective under regulations adopted by the Council.

Schedule of Classes, Second Semester, 1895-6.

Hours	Fourth Year.	Third Year.	Second Year.	First Year.	Preparatory.
I. 8:40—9:25.	American Literature Greek VI Musical Composition II *Physiology Review 1 and 2-10 w.	Higher Algebra History of Education 2-10 w. History U. S. Political *Geography Review 1 and 2-10 w. Latin VIII Laboratory Work (Chemistry.) Physics II	Laboratory Practice 1 and 2-10 w. *Psychology Applied Solid Geometry Physical Training II (Men and Women.)	Elementary Drawing Elements of Vocal Music German IV *Plane Geometry Rhetoric *Structural Botany 1-10 w. *Systematic Botany 2-10 w.	Algebra I Civil Government German II Reading and Orthoepy
II. 9:30—10:15.	Institutes of History Physiology Review 1 and 2-10 w.	Algebra III Advanced Chemistry German VIII Greek VI Harmony II *Teaching History of Mathematics 2-10 w.	Advanced English Literature 2-10 w. Advanced Drawing *Arithmetic Review 1-10 w. Geometry Solid Grammar Review 1 and 2-10 w. Latin VI Psychology	English History Algebra II Physical Training II (Women.) Structural Botany 1-10 w. Systematic Botany 2-10 w. Voice Culture II	Arithmetic German II Grammar Physiology
III. 10:20—11:05.	American Literature Geology 1-10 w. Masterpieces Method in Algebra 1-10 w. Geometry 2-10 w. Science 1-10 w. Physical Technics 2-10 w.	Advanced General History Geography Review 1 and 2-10 w. Laboratory Practice 1 and 2-10 w. *History U. S. Political *Teaching	German VI General Zoology 2-10 w. Psychology Applied Solid Geometry Physical Training IV (Women.)	Advanced Vocal Music and Methods Elementary Drawing French II Latin IV Plane Geometry Physical Training II (Women.)	Arithmetic Algebra I Geography Latin II Physiology Reading and Orthoepy U. S. History
IV. 11:10—11:55.	Advanced Psychology Advanced Physics American Literature Latin Writing 1-10 w. Laboratory Work (Geology) Method in Ancient Classics 2-10 w. Modern Classics 1-10 w. History 1-10 w.	Counterpoint II Algebra III Geographical Material Laboratory Practice 1 and 2-10 w. *Teaching	Arithmetic Review 1 and 2-10 w. Continental History Grammar Review 1 and 2-10 w. French IV Laboratory Work 2-10 w. (Zoology.) *Physics	Algebra II Elementary Drawing Bookkeeping 2-10 w. Plane Geometry Physical Training II (Men and Women.)	Civil Government Geography Physiology

V. 12:00—12:45.	Latin X Political Economy 2-10 w. Science of Government 1-10 w.	Kindergarten Music Method in Common Branches Reading 1-5 w. Grammar 2-5 w. Arithmetic 3-5 w. Geography 4-5 w.	Physics I *Solid Geometry	Algebra II Elementary Drawing *English History Plane Geometry	Geography English Classics Latin 11 Penmanship
VI. 2:00—2:45.	Latin XII	Biological Technics 2-10 w. Kindergarten Instruction Surveying 2-10 w. Trigonometry 1-10 w. *Teaching	Greek II Laboratory Work (Physics I.) Laboratory Work (Chemistry.) Method in Drawing 1-10 w.		Grammar
VII. 2:50—3:35.	Greek VI	Advanced Chemistry Laboratory Work (Physics II.) *Teaching	Applied Anatomy 1-10 w. Method in Physical Training Physical Training II (Women.)	Blackboard Sketching 1 and 2-10 w. Advanced Reading 1 and 2-10 w.	
VIII. 3:40—4:25.	Instrumental Astronomy	Physical Training (Men and Women.)		Sketching from Life 4:00—6:00	

CHOIR PRACTICE DAILY, 7:50—8:15 a. m. *CHAPEL EXERCISES DAILY, 8:20 a. m.*
The Training School has two sessions daily, 9—11:45 a. m., and 1:30—3:30 p. m. Grade criticism, 3:40—4:25.
Library hours, 7:45 a. m.—5 p. m. Saturdays from 10 a. m. to 4 p. m.
Subjects starred (*) are prescribed for this semester. All others are elective under regulations adopted by the Council.

Schedule of Classes, Second Semester, 1895-6.

Hours.	Fourth Year.	Third Year.	Second Year.	First Year.	Preparatory.
I. 8:40—9:25.	American Literature Greek VI Musical Composition II *Physiology Review 1 and 2-10 w.	Higher Algebra History of Education 2-10 w. History U. S Political *Geography Review 1 and 2-10 w. Latin VIII Laboratory Work (Chemistry.) Physics II	Laboratory Practice 1 and 2-10 w. *Psychology Applied Solid Geometry Physical Training II (Men and Women.)	Elementary Drawing Elements of Vocal Music German IV *Plane Geometry Rhetoric *Structural Botany 1-10 w. *Systematic Botany 2-10 w.	Algebra I Civil Government German II Reading and Orthoepy
II. 9:30—10:15.	Institutes of History Physiology Review 1 and 2-10 w.	Algebra III Advanced Chemistry German VIII Greek VI Harmony II *Teaching History of Mathematics 2-10 w.	Advanced English Literature 2-10 w. Advanced Drawing *Arithmetic Review 1-10 w. Geometry Solid Grammar Review 1 and 2-10 w. Latin VI Psychology	English History Algebra II Physical Training II (Women.) Structural Botany 1-10 w. Systematic Botany 2-10 w. Voice Culture II	Arithmetic German II Grammar Physiology
III. 10:20—11:05.	American Literature Geology 1-10 w. Masterpieces Method in Algebra 1-10 w. Geometry 2-10 w. Science 1-10 w. Physical Technics 2-10 w.	Advanced General History Geography Review 1 and 2-10 w. Laboratory Practice 1 and 2-10 w. *History U. S. Political *Teaching	German VI General Zoology 2-10 w. Psychology Applied Solid Geometry Physical Training IV (Women.)	Advanced Vocal Music and Methods Elementary Drawing French II Latin IV Plane Geometry Physical Training II (Women.)	Arithmetic Algebra I Geography Latin II Physiology Reading and Orthoepy U. S. History
IV. —11:55.	Advanced Psychology Advanced Physics American Literature Latin Writing 1-10 w. Laboratory Work (Geology) Method in Ancient Classics 2-10 w.	Counterpoint II Algebra III Geographical Material Laboratory Practice 1 and 2-10 w. *Teaching	Arithmetic Review 1 and 2-10 w. Continental History Grammar Review 1 and 2-10 w. French IV Laboratory Work 2-10 w. (Zoology.) *Physics	Algebra II Elementary Drawing Bookkeeping 2-10 w. Plane Geometry Physical Training II (Men and Women.)	Civil Government Geography Physiology

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MICHIGAN
STATE NORMAL SCHOOL

1895-6

YEAR BOOK

UNIV. OF MICH.

BUILDING FOR PHYSICAL TRAINING. ERECTED IN 1894.

YEAR BOOK

OF THE

MICHIGAN STATE NORMAL SCHOOL

FOR

1895-6

INCLUDING

REGISTER OF STUDENTS

ALSO

ANNOUNCEMENTS FOR 1896-7

ANN ARBOR, MICHIGAN
THE COURIER PRINTING HOUSE
1896

FACULTY, 1895-6.

RICHARD G. BOONE, A.M., PH.D.,
PRINCIPAL.

Psychology and Pedagogy.

DANIEL PUTNAM, A.M., VICE-PRINCIPAL.
AUSTIN GEORGE, A.M., M.PD., Assistant.

History and Civics.

JULIA A. KING, A.M., M.PD., PRECEPTRESS.
MARY B. PUTNAM, B.PH., B.PD., Assistant.
FLORENCE SHULTES, Assistant.
CHLOE N. DANIELS, B.A., Assistant.

Music.

FREDERIC H. PEASE.
OSCAR GAREISSEN, Instructor.

Mathematics.

DAVID E. SMITH, PH.M., PH.D.
LAMBERT L. JACKSON, Assistant.
ADA A. NORTON, PH.M., Assistant.
EMMA C. ACKERMANN, Assistant.
MARTHA M. WARNER, Instructor.

English Language and Literature.

FLORUS A. BARBOUR, A.B.
LOIS A. McMAHON, B.PD., Assistant.
ABBIE PEARCE, B.PH., B.PD., Assistant.
HIRAM W. MILLER, Assistant.
CHLOE N. DANIELS, A.B., Assistant.
*SERENO B. CLARK, Instructor.

German and French Languages.

AUGUST LODEMAN, A.M.
ANNIE A. PATON, B.PD., Assistant.

Latin and Greek Languages.

BENJAMIN L. D'OOGE, A.M.
HELEN B. MUIR, Assistant.
†SERENO B. CLARK, Instructor.

†Second semester.
*First semester.

Physical Sciences.

EDWIN A. STRONG, A.M.
FRED R. GORTON, Assistant.
R. R. PUTNAM, A.B., Assistant.

Natural Sciences.

WILL H. SHERZER, M.S.
WILLIAM D. CRAMER, Assistant.
ANNA A. SCHRYVER, Assistant.

Drawing and Geography.

CHARLES T. McFARLANE.
HILDA LODEMAN, Assistant.
ELOISE C. WHITNEY, Assistant.
A. DWIGHT KENNEDY, Instructor.

Physical Training.

WILBUR P. BOWEN.
FANNIE CHEEVER BURTON, Assistant.
ELLEN B. MURRAY, M. D., Examining Physician for Women.

Penmanship and Book-keeping.

P. R. CLEARY.

Training School.

AUSTIN GEORGE, A.M., M.Pd., Director.
ADA VAN STONE HARRIS, Supervisor of Instruction.
MAUDE E. CANNELL, Kindergarten.
MARGARET E. WISE, First Grade.
MAUDE BALL, Second Grade.
HATTIE M. PLUNKETT, Third Grade.
*JESSIE B. MONTGOMERY, Fourth Grade.
†GRACE V. TAYLOR, Fourth Grade.
IDA TAYLOR, Fifth and Sixth Grades.
‡K. MAUDE CADY, Seventh and Eighth Grades.
*JESSIE B. MONTGOMERY, Seventh and Eighth Grades.

Library.

GENEVIEVE M. WALTON, Librarian.
GERTRUDE E. WOODARD, B.Pd., Assistant.
WARREN L. McDIARMID, Assistant.

Office.

FRANCES L. STEWART, Clerk.

*Transferred to Grammar Grades, February 3, 1896.
†From February 10, 1896.
‡Resigned January 31, 1896.

Michigan State Normal School.

Calendar for 1896-7.

1896.

Sunday, June 21, 3 P. M., -	S. C. A. Meeting.
Sunday, June 21, 8 P. M., -	Baccalaureate Sermon.
Monday, June 22, 9:30 A. M., -	Conservatory Junior Recital.
" " " 2:30 P. M., -	Reunion of Former Classes.
" " " 8:00 P. M., -	Normal Choir Recital.
Tuesday, June 23, 9:30 A. M., -	Conservatory Commencement.
" " " 2:30 P. M., -	Senior Class Day Exercises.
" " " 8:00 P. M., -	Alumni Meeting.
Wednesday, June 24, - -	Commencement.

Wednesday, Sept. 9, - -	Entrance Examinations. Classification.
Thursday, Sept. 10, - -	Entrance and Classification of H. S. Graduates.
Friday, Sept. 11, - -	Classification.
Monday, Sept. 14, - -	Recitations begin.
Friday, Nov. 13, - -	First Quarter ends.
Monday, Nov. 16, - -	Second Quarter begins.
Thursday, Nov. 26, } Friday, Nov. 27, } - -	Thanksgiving Recess.
Wednesday Evening, Dec. 23,	Holiday Recess begins.

1897.

Monday Evening, Jan. 4, -	Holiday Recess closes.
Tuesday Morning, Jan. 5, -	Recitations resume.
Friday, Jan. 29, - - -	First Semester closes.
	Mid-year Examinations for Admission.
Monday, Feb. 1, - -	Second Semester begins.
Monday, Feb. 22, - -	Washington Day.
Sunday, March 28, - -	Anniversary Day.
Thursday Evening, April 8, -	Third Quarter closes.
	Spring Recess begins.
Monday Evening, April 19, -	Spring Recess closes.
Tuesday Morning, April 20, -	Fourth Quarter begins.
Sunday, June 20, - - -	Baccalaureate Sermon.
Monday, June 21, - -	Class-day Exercises.
Tuesday, June 22, - -	Conservatory Commencement.
	Alumni Meeting.
Wednesday, June 23, - -	Commencement.

State Board of Education.

HON. PERRY F. POWERS, PRESIDENT, - - - - - - Cadillac.
Term expires December 31, 1900.

HON. HENRY R. PATTENGILL, SECRETARY, - - - Lansing.
Term expires December 31, 1896.

HON. EUGENE A. WILSON, TREASURER, - - - Benton Harbor.
Term expires December 31, 1898.

HON. DAVID A. HAMMOND, - - - - - - - - Ann Arbor.
Term expires December 31, 1896.

HON. HENRY R. PATTENGILL,
Superintendent of Public Instruction.

Board of Visitors, 1895-6.

F. R. GILSON, ESQ., CHAIRMAN, - - - - - - Benton Harbor.
SUPT. J. D. SCHILLER, - - - - - - - - - - Niles.
SUPT. J. R. MILLER, - - - - - - - - - - Big Rapids.

Alumni Association.

WARREN C. HULL, '84, PRESIDENT, - - - - - - Albion.
JULIA A. KING, '58, VICE-PRESIDENT, - - - - - Ypsilanti.
HATTIE M. PLUNKETT, '91, SEC'Y AND TREAS., - - - Ypsilanti.
ANNAH MAY SOULE, '83, ESSAYIST, - - - - - Ann Arbor.
DAVID A. HAMMOND, '78, NECROLOGIST, - - - - Ann Arbor.
W. J. McKONE, '87, SPEAKER, - - - - - - - Mason.
AUSTIN GEORGE, '63, CHAIRMAN,
FLORENCE SHULTES, '83,
KITTIE SMITH ROBBINS, '87, } *Executive Committee.*

Michigan State Normal School.

Its Purpose.

The accompanying statement of the work and condition of the Michigan State Normal School for the academic year, 1895–6, is the third of the present administration, and covers the forty-first full year of instruction, in the history of the school. A brief and informal session was held during the school year of 1852–3. The first "Report" was issued at the close of the school, upon the graduation of its first class in 1854. The next that is known bears the date 1857–8, and the title, "Catalogue of the Officers and Students of the Michigan State Normal School." A third that has survived through the years was published in 1861–2, and is named "Catalogue," after the manner of the second.

It was with the issue of 1868–9, that the "Catalogue," as it was called, came to be published regularly. As has been mentioned, but three numbers are known to have preceded it in the fifteen years of the school's history; all by Principal Welch. That for 1870–1 presented an exhibit of the work for Principal Estabrook's first year, and was called the "Nineteenth Annual Catalogue." This evidently assumes some published statement for each of the years preceding, including the partial school year of 1852–3. This was probably given no more permanent form than that offered by the columns of the local newspapers.

An official statement has since been published annually. That for 1880–1, covering the service of Principal Malcolm McVicar, who remained but the one year, was a mere circular of 24 pages. For the year following and until 1887, the document appears as the

"Calendar of the Michigan State Normal School." Since then its title has been the "Register."

Throughout the years it has published the course of study, and the list of students, and during the period from 1870 to 1890, except for four years, included in each issue a list of graduates to date. It is interesting to find that through all the changing administrations, and with many hindrances, the school has preserved well its original purpose. Candidates for admission have sometimes been poorly prepared; but the school has steadily resisted the temptation, to which so many schools have fallen victims, to become a merely academic institution. Its courses have been lengthened, its entrance requirements increased, and its equipments made both larger and more available for the best work. Few Normal Schools in this country are so well fitted to do a superior quality of work in biology, physics and chemistry, or in a large and select use of libraries, science collections and other illustrative material.

The school's purpose has been, and remains, to prepare teachers to do their work in a professional way. The length and composition of the courses have this in mind. This aim is constantly and consciously regarded in fixing the character of the instruction offered, and in the selection of teachers. Of the faculty for 1895–6, twelve are college graduates, thirty have had a normal school training, twenty-one are alumni of our own school, seven have had both college and professional training, and eleven more have had partial courses in one or both, though without finishing either. With few exceptions all have had experience as teachers in public elementary or secondary schools.

It is for these schools that this institution exists. Into these schools the young men and women trained at Ypsilanti have gone. Since it was opened, the Normal School has graduated (excluding the present class) 1349 students with life certificates and diplomas. In addition to these, 1208 have completed other courses, shorter, but entitling them to limited state certificates (three or five years'

licenses). Of course there have been many more, undergraduates who have gone into the schools with a term or two of professional work, or teachers' reviews, or advanced study, whose teaching has been by so much improved. Up to 1869, there had been graduated 242 persons with life certificates. Principal Mayhew at that time estimated that not less than 1200 others had "passed the grade indicated by the Normal training certificate," and become teachers in the state. The proportion of undergraduates to graduates among those who became teachers has probably not changed greatly since 1870. The function and service of the Normal School are not to be estimated therefore by the number of graduates alone, though so considerable; much less by the life certificate alumni, greatly as a full course is valued; but much also by the thousands of persons who were students for a longer or shorter time without completing any course.

Notwithstanding all this, the Normal School it is believed should reach far more teachers and districts than it does now. The great majority of Michigan teachers are yet without professional training. Many want it who are unable to get it. Some are admitted to the schools as teachers who neither have the training nor care for it. Against such as these latter, the schools should, as far as possible, be protected. Michigan has established a comprehensive system of public education into the support of which she puts every year $6,000,000. The state is not less able or under less obligation to provide qualified and trained teachers to give the instruction. The Normal School has done much; much yet remains to be done; especially for the elementary schools. It is earnestly hoped that the Central Michigan Normal School at Mt. Pleasant, authorized by the last legislature, may become at once a coöperative factor in this work.

Buildings and Grounds.

The original school campus comprising 6.9 acres approximately, has, since the last report, been increased by the addition of something more than three and a quarter acres. The new tract lies to the west of the old grounds, and is known as the Rorison homestead. It was purchased by the city of Ypsilanti for $8,500, and transferred for a nominal consideration to the State Board of Education for the uses of the Normal Training School, and for such other buildings as the growth and needs of the school may require. For more than forty years Ypsilanti has shown a readiness to serve, and a large hearted and unselfish interest in the Normal School and its welfare, alike honorable and appreciated. This appears in donations by the city, in subscriptions and popular contributions at various times by the citizens, and in gifts by eminent and generous individuals.

The enlargement of the campus makes certain much needed improvements possible. That part of Summit street which lay between Cross and Forest avenues has been closed as a street and will be reopened some distance east. It will appear as a drive and connect with other drives and walks opening up the grounds as a single tract, and affording opportunities for simple but attractive landscape gardening. Heretofore their crowded condition has greatly obstructed any attempt to beautify the school surroundings. Not much can now be done; but a little will relieve the bare corners and the unbroken lawns and gravel.

Since the statement of one year ago, two new structures have been contracted for and begun on the new site; one, a building for the exclusive use of the Practice School, under an appropriation by the last legislature; the other a chapel for the use of the Students' Christian Association, the result of a gift for that purpose, of $10,000, by Ypsilanti's eminent townswoman, and generous philanthropist, Mrs. Mary Ann Starkweather.

The New Training School.

The building under construction for our elementary classes is meant to embody the maturest expert conclusions concerning modern school architecture, and the needs of such an institution. It is planned to cover, when completed, a ground area of 16,000 square feet, with a frontage of 176 feet, and an extreme depth of 107 feet. There are two stories above a high and dry basement. It is heated from the central plant, and employs the "fan system" of ventilation. Its accommodations include a ring and floor room for the kindergarten and a table room adjacent, eight school rooms for the elementary classes, and fourteen smaller rooms closely connected with them for section and duplicate recitations. Besides these there are offices, wardrobe and toilet rooms, permanent cabinets, an elementary science laboratory, and an assembly hall for four hundred children.

It is held by the Board of Education, and wisely, that, in connection and with a Normal School, the Practice School equipments in building construction, hygienic and sanitary provisions, seating, and the distribution of pupils and materials, should be as complete, and pedagogically acceptable as their means and information could provide. The building when completed will be furnished throughout with water, electric lights and gas, natural slate blackboards, and its own system of signals. It will furnish seating accommodations for 400 to 500 children, and more than double the conveniences for class teaching now possible for the Training School.

Starkweather Chapel.

Starkweather Chapel is to be the home of the Student's Christian Association. The building has been but just begun, and is located on a portion of the new grounds west of the Practice School building. It faces south on Cross street and looks out upon the west end of the water-tower park. It is being constructed upon an artistic and appropriate design, and must inevitably prove to be a useful part of the school's equipment.

It is two stories in height, the audience room with a seating capacity of 300 to 400, covering almost the entire second floor. The walls are chiefly of local field stone rough-cut and jointed, the tower of Ionia sandstone, and the gables and roof of tile. Within, there are seven rooms—one large reception room 30x64 feet on the second floor, and, below, six smaller apartments for Bible class and committee uses. For obvious reasons it is provided with its own heating plant. Besides that upon Cross street, there is a side entrance from the grounds that leads by a private stairway to the waiting room and speaker's platform on the chapel floor. It is hoped that memorial windows may be put into the east end commemorating the life and work of Joseph Estabrook, and particularly his service to this association. Such a movement has been started.

For the entire fund of $10,000 for the erection of this beautiful chapel, the association and the school are indebted to the unsolicited but none the less appreciated generosity of Mrs. Mary Ann Starkweather as mentioned above. Her name and noble gift will be held in grateful memory. It was a benefaction of her own planning. It was well-timed. November 11, 1895, the day of the gift, will be long remembered as a red-letter day in the history of the school, and Mrs. Mary A. Starkweather as its most generous benefactor.

Recreation Grounds.

An evident need of the school and one that is being felt more every year is for some reasonably large and convenient tract of land for games and general outdoor exercises. The gymnasium is doing a large service for both boys and girls, and doing it well. But the more and the better it accomplishes its mission within doors, the more urgent is the want for some control and systematic planning of the games of the field. The present grounds are inadequate even with the new addition, for more than the buildings that are now in process of erection and others that are needed. Space for field ball that may be brought under direction, for tennis and other lawn sports, should be provided. It is hoped that in the near future some means proportioned to the need may be discovered.

Terms and Vacations.

The school year is nominally ten months. The actual teaching time including examinations is something more than nine and a half months. The year is divided into two semesters of approximately twenty weeks each; and each semester into two periods of ten weeks each known as "quarters."

School begins regularly the second week in September. For the current year the opening was September 11. For the coming year examinations for admission will be set Wednesday, September 9. Passing upon credentials and standings from approved high schools will take place Thursday and Friday, September 10 and 11. Classifications begin Wednesday, and recitations on Monday morning, September 14.

The daily program of classes is preceded by choir practice at 7:50, followed by general and devotional exercises in the assembly room with all students present. · Regular class work begins at 8:40, and continues through eleven forty-five-minute periods in the day.

The Practice School has two sessions daily, from 9 to 11:45 A. M., and from 1:30 to 3:30 P. M. Library hours are from 7:45 A. M. to 5 P. M., on school days; and from 10 A. M. to 4 P. M. on Saturdays. The library is not open to students of evenings.

The summer vacation covers the period from the last week in June to the second week in September. Short intermissions of from one to ten days occur at Thanksgiving time, the Christmas and New Years holidays, Easter and Anniversary day. The mid-winter and Easter adjournments only are considered as vacations allowing of absence from town. Upon the occasion of both of these, full provision is meant to be made for train time and connections, so that school duties need not be infringed upon in leaving school or upon returning to it. It is important therefore to be noted that students are required to remain on duty until the close of the last school exercise preceding a vacation, and to be present at the hour of opening after it.

At each of the two vacations reduced rates upon railroads have been uniformly accorded students holding and presenting certificates of membership in the school.

Appointments.

Since early in the history of the school the policy has been followed of admitting a certain number of applicants by appointment through members of the State Legislature. This is a regulation of the Board of Education and not a statutory privilege. Its first mention in the official reports of the school was in the Nineteenth Annual Catalogue issued in 1871. The paragraph says, "Every member of the House of Representatives of Michigan has a right to appoint two students to the Normal School from his district, who will be admitted on the same conditions as other candidates, except that they are exempt from the payment of any term fees." Seven years later (in 1877–8), the wording of the Catalogue is changed to read, "Each member of the Legislature of Michigan is authorized by the Board of Education, etc.," thus extending the privilege to senators as well as representatives. In the "Register" for 1890–1, it is emphasized that the appointment must "be from his district;" a policy that has not been generally insisted upon, and is not now. A senator or representative may appoint as his beneficiary teachers from another legislative district if he prefers. The certificate must be presented to the clerk at the time of registration upon entrance. Each appointment is good for one year unless sooner terminated by the member's term of office. In such cases, however, the certificate will be honored until the close of the then current school semester.

The privilege has been generally taken advantage of, and more during the period covered by this report than heretofore. Of the 132 legislative officials in the state representing 117 districts, 131 made 220 out of a possible 264 appointments. A considerable number of appointments were made by members from other counties than their own. Twenty-two counties were unrepresented by any

appointments, either senatorial or representative. Among all the officials, but one representative failed to make any use of the privilege. One hundred and twenty-one members, all the senators and 89 representatives appointed two students each; 10 representatives, one each. A few, because of the withdrawal of students from school during the year, made more than one set of appointments.

The holder of such certificate is relieved from the payment of the five dollars registration for each semester, or ten dollars per year.

Expenses.

Every student not the holder of an appointment as described in the last paragraph is required to pay at the beginning of each semester, or upon any subsequent entrance, for the semester, an admission or registration fee of five dollars. This is not returnable, or any part of it, after the student has once regularly entered.

Students, two or more of whose subjects are of preparatory grade, are required to pay the five dollars registration fee, and five dollars tuition for each semester.

Admission to the Practice School is without charge to grade pupils, and tuition is free.

Beside these there are certain laboratory and incidental fees, because of special or advanced work, and to cover loss by breakage or the use of materials.

The following table comprises a statement of the school fees of every kind:

1.	Registration fee (required of all except those holding appointments),	$ 5.00
2.	Tuition (Preparatory department, each semester),	5.00
3.	Physical Technics (ten weeks' course),	1.50
4.	Laboratory Practice " " "	1.50
5.	Structural Botany " " "	1.00
6.	Structural Zoology " " "	1.00
7.	Biological Technique " "	1.00
8.	Lithological Geology " "	1.00
9.	Advanced Chemistry (twenty weeks),	2.00
10.	Kindergarten Instruction (twenty weeks),	2.00
11.	Organ Practice (daily, twenty weeks),	6.00
12.	Limited State Certificate,	2.00
13.	Diploma (Life Certificate),	3.00

The cost to one who takes all the work in the certificate course at the Normal (three years), instead of entering with advanced stand-

ing from some accepted high school, is $34.50. A high school graduate finishing here the two-year diploma course will have paid in fees for the four semesters, $25.50. One graduating from the regular course (four years) will have paid $45.50. To have taken the Kindergarten work in either of the courses adds two dollars to the amounts given above. Any elective courses involving fees wil increase the sums named by the amount of the respective fees. The estimates given are upon the regular prescribed work.

From the foregoing it appears that the average annual cost of taking any one of these courses is a fraction less than twelve dollars.

All text-books for class use are bought and owned by the students.

BOARD AND ROOMS.

The school provides no dormitories. Students find abundant and generally convenient rooms at reasonable rates in the homes of citizens. There is no lack of adequate accommodation for all who come. Arrangement may be made for room and board together; or for the two in separate families. The latter is the more common. Rooms may be rented furnished or unfurnished by applicants who prefer to board themselves. Boarding alone may be had in clubs or private families. The two together in families cost from $3.00 to $4.00 per week. This is generally exclusive of fuel and lights. Rooms alone furnished for two may be rented for seventy-five cents to one dollar twenty-five cents each per week. Few rooms cost more, even the larger and better furnished ones. Few can be had for less. Most of them are comfortable, and adequate for the uses of students. Better accommodations may be found by those who are willing to pay more. Students rooming alone pay double rent or nearly so. Rooms suitable for self-boarding by students, or for light housekeeping by families, are not numerous; but a few are offered every year. Prices for unfurnished single rooms range from forty to seventy-five cents per week. Where furniture is included special contracts must be made. No rates can be quoted. Rents.

however, are reasonable, and such rooms may be found if wanted.

For boarding a more common practice among students is to join a club. This club may be under the control of a manager chosen from among the members, the manager's duties being comprised in carrying out their instructions: a cook is employed and paid so much for her services. Or the club may be organized by a family, and boarding be furnished at so much per meal or week. In either case the cost of meals is considerably reduced; being covered in most cases by one dollar seventy-five cents to two dollars per week. The Students' Handbook for 1895–6 published a list of 14 such clubs within five minutes walk of the school building.

An approximate estimate of room and boarding expenses may be put as follows:

Room, forty weeks @ $1.00, . . .	$ 40.00
Board, " " @ $2.00, . . .	80.00
Fuel and lights, ...	10.00
Laundry and incidentals, . . .	20.00
Books, etc., ...	10.00
Total living expenses. . . .	$160.00
Estimated school fees, . . .	12.00
	$172.00

This estimated total of expenses for a year, it must be remembered, will vary somewhat with the course pursued, the expensiveness of rooms and boarding selected, the amount put into books, incidentals, etc. The most elaborate student-living should not carry the necessary expenses of anyone beyond $225.00 for the year, including all fees. Economy may reduce the cost to $160.00 or less.

Lists of available rooms and eating clubs, and their locations may be had upon application at the office. But it is always best for each person to visit Ypsilanti before the opening of school, and make arrangements for himself. Strangers unacquainted in the city are invited to report at the office of the Principal of the school, immediately upon arrival, where information will be cheerfully given.

Students room at such places only and under such regulations as are approved by the Principal. Men and women will not occupy rooms in the same house except upon special arrangement with the Principal and Preceptress, and with the intelligent consent of parents or guardians. Every reasonable care is taken by the school authorities to secure manly and womanly behavior in all school and public relations of the sexes. No one will be retained in the school whose own character is known to be of doubtful quality, or whose influence upon others or upon the school is hurtful. But the school engages in no inquisition or espionage. Every member is held to a due observance of the conventional requirements of good society. He is assumed to be honest, and refined, and well meaning, and acquainted with the obligations devolving upon a teacher and a student, else he would not be in this school. He is held to answer for his public deportment as any other member of the community would find himself bound. It is simple justice to say this confidence is seldom violated.

Conditions of Admission.

Applicants for admission to the professional or teachers' courses should be not less than sixteen years of age; should furnish evidence of good moral character and intellectual ability; should show by examination or otherwise the requisite scholastic attainments; and sign the following declaration prescribed by the general school laws of Michigan:

> "I hereby declare that it is my intention to teach in the schools of the State of Michigan, and that it is my purpose in entering the school to make preparation for teaching in said schools."

Persons entering for the first time should bring with them their last teachers' certificate if they hold one, or certificate of standing in or graduation from other educational institution. These will assist in fixing the classification and recognition here.

Those who come to review the elementary branches or other second grade license subjects are required to take the entrance examination as noted below.

Those who wish to take selected work only in preparation for teaching will conform to the same entrance requirements as apply to other students, and show, moreover, to the heads of departments concerned fitness in maturity and attainment to undertake profitably the selected subjects.

Except as hereinafter specified, all students must upon entrance sustain a satisfactory examination upon the following subjects:

Arithmetic: The applicant is supposed to have completed the work of some good arithmetic. A fair understanding of the subject is necessary for the examination.

Algebra: The preparatory work includes the following topics: Addition, subtraction, multiplication, division, factoring, highest

common factor, lowest common multiple, fractions, and simple equations, involving one or more variables.

Grammar: This should include the parts of speech and their use and relations in connected discourse, and the structure and analysis of sentences. The knowledge and understanding should be somewhat above that required in the first eight grades of the public schools, or fully equal to the requirements in this branch for a second grade certificate. The applicant should also have had, accompanying his reading and language lessons, much practice in composition, and be able to express himself in clear and grammatical English.

Reading and Orthoepy: Correct pronunciation being an essential of good reading, the regular course presupposes a thorough knowledge of Orthoepy. The applicant should be able not only to indicate by diacritical marks the correct pronunciation of words in common use, but should possess a good degree of facility in pronouncing them, as to syllabication, accent, articulation, and quality. He will also be expected to render intelligently any ordinary selection of prose or verse, giving satisfactory reasons for emphasis, quality, force, pitch, etc., employed by him.

Geography: The preliminary work in geography is designed to prepare students for the teachers' review, or to enable them to pass the examination for a second grade teachers' certificate. It covers about the same ground as does the text of the ordinary, recent, standard geography. This is required of all students who cannot show (by examination or otherwise) sufficient acquaintance with the subject to enable them to pass it. The texts used are Longman's School Geography, and Longman's School Atlas.

United States History: The requirements for admission to the Normal course are fully equal to those for a second grade certificate. The applicant is supposed to have completed some good text, and to have acquired a ready knowledge of the main facts in their causal relations, and to be able to use them intelligently.

..l Government: The Normal course being only ten weeks, ..rements for admission will be somewhat rigid. The exam- will cover quite fully and in detail, a good text-book, both ..al and state government.

..siology: Applicants should have a good knowledge of ..ry anatomy, physiology, and hygiene. Such knowledge .. obtained from any of the better grade of high school texts ..ney are suitably supplemented with practical work and class ..stration. The student should see that his information is .., and he should be ready to present simple drawings and ..ms.

Teachers who hold a first grade teachers' license endorsed by ..tate Superintendent of Public Instruction, and have taught .. r such endorsed license, will be admitted as students without ..ination.

Persons entering from approved schools, but not graduates, will ..dmitted without examination. The graduates of such schools .. are admitted upon presentation of their certificates of gradua-.. If it appear, however, after reasonable trial, that the prepara-.. study has been insufficient, such students may be held to the ..me requirements as apply to those of non-approved schools.

common factor, lowest common multiple, fract. equations, involving one or more variables.

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Approved Schools.

The connection between the Normal School and the secondary and elementary instruction in the Michigan system is important. From the side of the schools it is essential that they have teachers furnished them with the best preparation possible—scholarly, with professional spirit, and of tested efficiency. From the side of the Normal School it is needed that applicants come from them to its classes with the largest and safest academic training, and familiar with the means of culture.

Next to the organization and management of a practice school, this adjustment of the relation between the Normal School and the contributing high school system is the most difficult and most urgent administrative problem confronting the authorities of this school. I have every reason to believe that the difficulty is not peculiar to our own institution. Normal schools in every state are concerned to know how wisely to adjust themselves to the preparatory schools; how to organize their own courses in view of what the secondary schools must do; how far they may safely advance their standards of admission; in short, what amount and quality of education may be assumed in the applicants who look to a teachers' course. The country schools and those in villages and towns, paying meagre salaries, and having short terms, also need trained teachers, and need them so much that the smallest professional fitting would be valued and valuable. Upon what minimun of academic learning may the Normal School presume to give a professional insight? and something of professional skill? Under the existing conditions, social and educational, what maximum requirements may the school safely maintain?

In the presence of such difficulties it has seemed wise in the past for this school to recognize and credit whatever good work is

done in any of the state's schools. The policy of approving, in a semi-official way, the work of certain of them was inaugurated about 1874, by the faculty. Twelve years later the State Board of Education passed an order enforcing the regulation.

The number of schools on the "approved" list, for the current year (exclusive of the University), is forty. The applications of several others have been or are to be considered for another year. The following paragraphs are extracted from the codification of resolutions concerning approved high schools, adopted by the Council September 25, 1895, and approved upon their recommendation by the State Board of Education.

High schools whose course of instruction covers four years, preceded by not less than eight years of elementary study, and which have at least two teachers giving their entire time to secondary instruction, and the extent of whose equipments, and the quality of whose work are satisfactory, may be approved by the State Board of Education, upon recommendation of the Normal School Council.

As a part of the course of such school the following subjects must be included:

ALGEBRA.—At least one year's work in a High School text-book, covering the subjects required for entrance to the University of Michigan.

ARITHMETIC.—The subjects completed through square root, as presented in the ordinary High School text-book.

BOTANY.—Morphology of typical seeds; germination; structure and function of root, stem, leaf and flower; the work *individual* and supplemented with written descriptions and drawings. Practical acquaintance with the chief characteristics and relationships of the common families of flowering plants; the detailed analysis and mounting of one or more species under each family, and some skill in the use of a standard key.

CIVIL GOVERNMENT.—A daily recitation for twenty weeks in a good text.

DRAWING.—Twenty weeks of daily practice in free hand from models, casts and objects.

ENGLISH HISTORY.—A daily recitation for twenty weeks in a good narrative text.

ENGLISH LITERATURE.—A year's study of representative English classics, connecting the study of each classic with the literary characteristics of the historical period to which it belongs.

GEOGRAPHY.—Grade course in mathematical and political geography. High School course of twenty weeks in physical geography.

GEOMETRY.—At least one year's work, completing plane and solid (including spherical) geometry.

GRAMMAR.—Thorough familiarity with inflections, the rules of syntax, and with the logical structure of the English sentence. *There should be a review of this subject in the High School.*

PHYSICS.—The whole of secondary physics taught during an entire school year; some experimental work is essential to the proper completion of this subject, and, if possible, laboratory work in measurements should be had.

RHETORIC.—A study of the elementary principles of style, together with continued practice in composition.

UNITED STATES HISTORY.—A daily recitation for twenty weeks in a good narrative text.

The secondary schools of the state, both public and private, are cordially invited to enter in relations with the Normal School as indicated. A request to this effect, accompanied by a catalogue showing course of study actually being followed, and the current daily program, and other evidence of the work done, may be made to the principal of the Normal School through the local authorities—the superintendent of schools or any officer of the board. If necessary or desired, the school will be visited (at the expense of the school requesting it), and inspected by a member of the Normal School faculty, or by a member of the State Board of Education. The superintendent will be furnished with a blank form also, to be filled out showing the material and other equipments of the school asking approval; the number and nature of its courses, library, apparatus and laboratories, the fitness and experience of teachers, the texts used and work done in each subject, and something of their recent graduates.

If the school be approved its graduates are admitted to the Normal School without examination, and to certain advanced standings. Diplomas of graduation and certificates showing detailed credits must be presented, in order to be accepted, within two and one-fourth years after graduation. Schools remain on the approved

list for three years unless they are sooner removed by reason of unsatisfactory scholarship of students received from them, or on account of the weakening of their courses of study or their teaching corps.

The superintendent or principal of each approved school is expected to keep this school supplied with information as to courses of study and charaeter of instruction, and to send a catalogue of the school as often as a new one is issued.

In accordance with these provisions, certificates of standing, except in the following third grade certificate subjects—arithmetic, grammar, geography, U. S. history, physiology, and civil government—will be accepted in place of examinations, from schools as follows:

(1) From the University of Michigan, the Michigan Agricultural College, and all other incorporated Michigan colleges. (2) From institutions of like rank in other states. (3) From schools whose graduates are admitted to the University of Michigan on diploma. (4) From high schools named in the accompanying list, approved by the State Board of Education. (5) From reputable non-approved secondary and higher schools at the discretion of the heads of departments concerned, and with the approval of the Principal.

LIST OF APPROVED SCHOOLS.

Almont,	1894	Sturgis,	1894	Dearborn,	1896
Chelsea,	1894	South Haven,	1894	Elk Rapids,	1896
Dundee,	1894	Williamston,	1894	Evart,	1896
Galesburg,	1894	Wyandotte,	1894	Grass Lake,	1896
Lowell,	1894	Decatur,	1895	Milan,	1896
Manchester,	1894	Hudson, East,	1895	Morenci,	1896
Manistique,	1894	Midland,	1895	Nashville,	1896
Marcellus,	1894	Plainwell,	1895	Newaygo,	1896
Mt. Pleasant,	1894	Whitehall,	1895	Oscoda,	1896
Northville,	1894	Armada,	1896	Oxford,	1896
Ovid,	1894	Bronson,	1896	Reed City,	1896
Quincy,	1894	Carson City,	1896	Shelby,	1896
Republic,	1894	Calumet (1 yr),	1896	Utica,	1696

Some Special Advantages.

The Conservatory: Connected with the school as an organic part of it, is the Conservatory of Music. The facilities for both elementary and advanced instruction in either vocal or instrumental music are excellent. The department is managed by a director with a full corps of assistants, its own separate building (on the campus), and a full equipment of istruments, including pianos, violins, 'cellos, violas, and a two manual pipe organ. The director of the conservatory is also head of the department of music in the Normal School. Students of the latter are admitted to any of the vocal and theory classes in the former without extra charge.

The Kindergarten: There is also connected with the school a regularly organized and well-equipped kindergarten. The conviction is slowly gaining ground in public as well as among mothers that the training of the earliest years is of vital consequence. Teachers who understand the philosophy of the kindergarten and are possessed by its spirit are in increasing demand. They are needed and wanted to take charge of kindergarten classes in cities. They are now more often, and more frequently than formerly, given the preference for first and second primary grades. A teacher, however, fitting or fitted for any elementary grade is better prepared if also in sympathy with the same kindergarten theory through its systematic study. The organization of this school's instruction makes its kindergarten instruction easily available for either the special teacher or as a part of one's general preparation.

To be admitted to the class in kindergarten theory one must have had a reasonably thorough course in at least the elements of plane geometry, vocal music, free-hand drawing, in psychology, and be able to play simple accompaniments upon the piano.

The Gymnasium: It is with no small satisfaction that the advantages the school offers through its gymnasium are mentioned. It is now one of the best and most generally used instruments about the school. Better than heretofore the department is able to suit its work to the needs of the individual student, and to those preparing to supervise or direct instruction in elementary physical culture. The building is opened freely to members of the school, and the work of the department may be elected as in that of any other. There are no extra fees for its use (a deposit of 25 cents is required for each locker key), and every one is required to take at least two semesters of its practice, whatever his course.

THE LIBRARY.

A school library sustains a peculiar but vital relation to all the other work, and to the equipments of the institution. The uses of a physical or chemical laboratory may be discussed in connection with the instruction in those sciences. Museums, and cabinets and herbaria, belong to biology. Similar limitations are imposed upon illustrative material in geography, history, mathematics, the ancient languages and their literatures, music, physical culture, etc. Each has its own equipment, and the equipment is somewhat narrowly limited to that use.

But the place of a library is unique. It belongs to them all. Departments once thought to be fairly independent of book collections, beyond accepted texts, have now their own distinct and growing bibliographies and alcoves. The pages of history and literature are systematically searched to reënforce the work in English, and the foreign languages, the sciences, mathematics, geography, art, music and pedagogy. All are alike, if not equally, interested. It is a common laboratory for all. It is a gallery of illustration for diverse instructions.

The catalogue of the Normal School library shows 16,600 volumes, an increase of 1,100 volumes since last year. These are

indexed for use by 28,000 cards, including not only author and title, but a large number of subject and topic headings as well, as the uses of the departments require. The growth in the number of volumes is not large; but it has been continuous and fairly uniform. The additions have averaged 1,100 a year for almost a decade. The increasing use made of the library, however, is very encouraging.

Of the 16,600 books, all of the dictionaries and encyclopedias, lexicons, manuals of various subjects, gazetteers, atlases, and all general references, including both federal and state documents in statistics and economics, are and have been accessible to students outside the railing without restriction. These number about 1,500 volumes. Through some improvements in flooring the alcoves above, and erecting another stairway, and adding 130 feet of shelving, the entire gallery has been thrown open somewhat freely, to students, this year, for the first time. This gallery collection includes the bound volumes of the magazines, about 1,700 in number, and 500 or 600 much used books in general literature and pedagogy. This means that nearly one-fourth of the entire library is accessible to students without the formality of "borrowing" from the attendants.

In another way, also, the growth of the library's usefulness appears. Certain departments which have heretofore made relatively little use of the card catalogue and detailed references, make much use of them now; and others that have used them much are using them both more and to better purpose. The catalogue itself is better—fuller and more accurate. More numerous bibliographical aids are at hand. With more general use of the library, new students sooner drop into the habit of consulting it. Moreover, teachers themselves are, every year, more familiar with its contents. Connected with certain lines of study, as history, literature, geography and pedagogy, and during some parts of the year, mathematics and science, the demand is much in excess of the supply.

The current literature, both periodical and documentary also, is drawn upon more regularly and with better purpose, as an aid in

the daily lessons. There is apparent less miscellaneous and scrappy reading of magazine literature, and more of method and design. In many ways this is a gain; it has also, its danger. The fact only is here noted. In this connection also, mention should be made of the growth of the department of public documents, their careful selection and indexing, and the increasing and intelligent, and daily use made of them. A mass of valuable and reliable material is being turned to good account.

Once more, students are brought to consult the library with less delay after entering school. Preparatory students even, in such studies as history and geography, have this year found the value of supplementary readings as never before. To one taking the full diploma course it is an irreparable loss to have first learned the riches of a collection of books, and how to use them, not till the second or third year of attendance. And four years in daily contact with 16,000 volumes as intelligently used tools, is an education in itself.

Finally, while no statistics are at hand to make trustworthy comparisons with previous years, recent figures show an incouraging increase in the day and evening loans. Daily counts taken for a week at a time, and at various times during the year, show from 1,200 to 1,400 calls for books during the school day, and an average of more than 200 evening loans. Considerably more than half the calls for books are satisfied without the issue of cards, i. e., by allowing the students immediate access to the shelves. The increase in night loans is particularly gratifying. It is more than fifty per cent. larger than last year.

CLASSIFICATION OF BOOKS.

In the general library the books are credited to the several departments about as follows:

History and Economics, ...	2,500
Biography, ...	1,100
Literature (general), ...	2,100

Poetry,	500
Philosophy, etc.,	900
Pedagogy,	1,600
Mathematics,	500
Science,	1,300
Travel and Description,	1,000
Art, etc.,	500
Cyclopedias, etc.,	300
Periodicals (bound),	1,700
Public Documents,	1,000
Total,	15,000

Besides these 15,000 volumes which represent approximately the general collection, most of the departments have, some larger, some smaller, but all specially selected working libraries, in their rooms for more frequent reference; as follows:

English,	452	Physics and Chemistry,	85
Ancient Classics,	214	History and Civics,	78
Modern Classics,	348	Pedagogics,	128
Mathematics,	73	Physical Training,	5
Biology,	235		

Supplementing these and the excellent card catalogue in the library, the departments of mathematics, biology, and geography have their own department catalogues for the class-room use of students. Belonging in part also to the library equipment of the departments, and in part to the general library, a beginning has been made in the collection of text-books—old and recent—in the several subjects.

THE READING ROOM.

The room for the use of students, while consulting books and periodicals, contains tables and chairs for about one hundred persons; but is overcrowded and altogether inadequate for the number of students applying.

In this room, and thrown open to the free use of students and teachers, are the periodicals. Of the seventy-nine papers listed a

year ago, four have been discontinued, and ten have been added; leaving eighty-five in present use—a net gain of six. Those added are as follows:

American Historical Review.	Primary Education.
Brain.	Psychological Review.
Child Study Monthly.	Public School Journal.
Education Extension.	Revue des deux Mondes.
Intelligence.	Zeitschrift.

Beside these, the following periodicals are taken regularly for the Training School:

Child Garden,	Grades 1 and 2
Babyland,	Grade 2
Kindergarten Magazine,	" 2
Little Men and Women,	" 3
Pansy,	" 3
St. Nicholas,	" 3
Harper's Round Table,	" 6
Popular Educator,	" 7
Youth's Companion,	" 7

Public Entertainments.

The year just closed has shown once more how
factor in the student's life is the public lecture or rec
of education. This of course is the primary excuse f
a course of such entertainments connected officially
school. They afford instruction as well as entertainn
for the most part, who are expert in their several li
an outlook into a non-school world, but equally one
suggestiveness and power; and supply, in a way, sta
parison of learning and belief and conduct. F
closing the regular course has comprised the foll
ments:

Lecture—Literature as a Personal Resource. Hamilton W. ?
Lecture—Social Settlements. Mrs. Florence Kelley. Nov.
Piano Recital. Madame Fannie Bloomfield-Zeisler. Nov.
Lecture—Her Royal Highness, Woman. Max O'Rell (M.
Lecture (Stereopticon)—The Land of Christ. S. R. Stodd
Song Recital. Wm. H. Rieger. Jan. 21.
Lecture—Art Life at Home and Abroad. F. Hopkinson S
Lecture—The Indian Question. H. H. Emmett. Feb. 1?
Concert—The New York Philharmonic Club. Feb. 24.
Oratorio—The Last Judgment. The Normal Choir. Ma

First choice of seats sold at $2.50 as h
students were placed at one to two dollars, ac
more desirable location of seats. The numb
was almost doubled, however, and the privilege
within reach of a larger number of students.
course tickets were sold at an average pric
cost of the entire course was about $1,500,
receipts leaving a small surplus. The com

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Monday evening, Oct. 7. Mr. Marshall Pease, Mr. Lamond.
Monday Evening, Dec. 9. Miss Dickinson, Mr. Gareissen.
Thursday Evening, April 23. Messrs. Lamond, Gareissen, Smith.

It has been the policy of the Conservatory for some years also, to conduct at the close of the year a series of recitals in which the Conservatory seniors appear in special programs. For the current year these occurred as follows:

May 5. Misses Gareissen and Loughray.
May 12. Misses Wilders and Bird.
May 19. Miss White assisted by Miss Dickinson, of the Faculty.
May 26. Miss Haight assisted by Mr. Gareissen, of the Faculty.
Jnne 2. Miss Wallin (Post Graduate).
June 3. Miss Grace Stevens.
June 9. Miss Grace Mansfield and Conservatory Ladies' Quartette.

THE CHOIR.

No statement of the part taken by the Conservatory in public entertainments would be complete that omitted mention of the Normal Choir. This consists of 125 to 150 voices and furnishes music every morning for devotional exercises, and more or less for all public occasions of the school. It is conducted by Professor Pease who gives practice twenty minutes daily. It has an honorable history. From a small class of twenty or thirty persons with harmonium accompaniment, it has come to be a large body having both piano and pipe organ instruments. The practice and singing for the regular morning exercises are founded upon standard hymnal music; but every Friday morning, and upon special occasions the Choir renders classic selections, and often difficult numbers.

For ten years one evening on the Normal Lecture and Entertainment Course has been given to a concert by the Choir. Among the selections rendered have been the following:

"Don Munio," . . . . . *Dudley Buck.*
"The Woman of Samaria," . . . . . *Sterndale Bennett.*
"The Prodigal Son," . . . . . *Sullivan.*

"The Hymn of Praise," . . . . . *Mendelssohn.*
"The Inchcape Rock," . . . . . *Bridge.*
"Curfew Shall Not Ring To-night," . . . . . *Lynes.*

For the current year the choir occupied the evening of March 10 and rendered the oratorio, the "Last Judgment," by Spohr.

June 27, 1895, the State Music Teachers' Association held its annual meeting in Normal Hall, and on Thursday evening an entertainment was given by the Normal Choir, the Oratorio, "Judas Maccabeus," by Handel, being admirably rendered.

THE GYMNASIUM.

On Thursday afternoon, Dec. 19, the department of physical training gave an illustration of class work with 250 students, to members of the Normal faculty, teachers of the city schools, and students. It was in no sense an exhibition; but an exercise given to afford teachers an opportunity to observe typical phases of educational gymnastic work, and the methods of conducting classes in physical training. A similar public performance was given on the afternoon of March 26, in the presence of the State Board of Education and invited guests. Another is scheduled for the Commencement week in June.

STUDENT ENTERTAINMENTS.

Among the student entertainments through the year have been a union meeting of the four literary societies, on November 29, 1895, which was thrown open to the general public, and the Annual Oratorical Contest instituted and managed by the *Normal News*, and held this year on the evening of May 8. The successful contestants were:

Prize in Oratory, ... Clyde T. Young.
Prize in Essay, ... Lillian B. Cutter.

FRIDAY CONVERSATIONS.

More than a decade has passed since the Friday lecture was established under the direction of Preceptress King. It received its first official notice in the "Calendar" for 1885-6. Since then it has grown in many ways. It would seem to have fairly earned the right to be regarded as institutional. In the past the gathering has been somewhat exclusive, for the girls only, of the school; at least for others only by invitation and upon special occasions. This year it has been an open meeting. A number of young men have attended; and usually some friends from outside have been present. It was hoped to secure, in this way, a larger community of interest and coöperation. The result has been so encouraging that the "Conversation" will hardly take on again its exclusive character. The hour of 4:30 every Friday afternoon is reserved on the schedule free from other exercises.

The topics considered have been drawn from a wide range of subjects: matters touching present interests which would in any way lead to a richer experience have been freely discussed. The following are some of the themes:

1. Energy of thought as effecting character.
2. The law of growth in character.
3. The energy of thought in physical effects.
4. Restlessness. How to rest.
5. The fear which spoils.
6. Talks on practical neighborliness and cooperation.
7. The power of pleasing address.
8. Some ways to secure a pleasing address.
9. Formality gives ease; informality, ill-at-ease.

Among the speakers during the year other than Miss King, were Mrs. Burton, Mrs. Boone, Hon. Perry F. Powers, Miss Walton, Miss Putnam, Miss Paton, Frau von Klene, Prof. Barbour, and the Principal.

When there is considered the amount of work which students are carrying forward, and the multiplicity of engagements by which

they are besieged, the attendance has been very gratifying. In the rush of multiplying duties, it is difficult to find a time for the ethical lecture, attendance upon which is entirely voluntary.

A pleasing feature also has been the large number of former graduates who have picked up their interest in the hour where it was laid down, in some cases, several years ago.

Societies and Clubs.

The interest of a normal school centers in its professional work. It is efficient or weak according as this is conserved and sound or neglected. Its academic work, whether much or little, has need to be the best. Its teachers should be both scholars and students; the former, as possessed of more than ordinary learning, the latter as possessed by the habits and instincts of study. Its curriculum should mean upon its completion, a liberal mind, disciplined through extended study, alert, interested, scholarly. Nowhere less than in teaching can one hope to do a large and successful business on a small and diminishing capital. Instruction in a normal school should be of a generous and far-seeing kind, expert in learning, and in all the intellectual refinements, resourceful and authoritative. But all this may be said of any school and its teachers. It is only more true of a normal school, where teachers are to be trained, than of any other school of secondary grade.

The interest of a normal school centers in its professional work. Elsewhere is given an enumeration of the professional courses offered—both prescribed and elective—as parts of the regular student work. Here mention is made of certain supplementary agencies, aiming at better professional insights or critical discussion or both.

The Pedagogical Club: The work of this organization has been continued since last year with the following program:

October,	1895.	The Old and New Psychology. Prof. Putnam.
November,	"	The Old and New Education. Principal Boone.
December,	"	(a) History of Methods of Teaching Music. Prof. Pease.
		(b) A Suggested Elem. Science Course. Prof. Sherzer.
January,	1896.	History of Methods of Teaching English Grammar. Prof. Barbour.

February, 1896 History of Methods of Teaching Latin and Greek. Prof. D'Ooge.
March, " History of Methods of Teaching Physics. Prof. Strong.
April, " The Kindergarten:
(a) Influence upon Child Study. Miss Cannell.
(b) Influence upon the Primary School. Miss Wise.
(c) The Home and the Kindergarten. Miss Paton.
May, " History of Mathematical Teaching. Prof. Smith.

Faculty Meetings: Aside from the transaction of routine business, the monthly meetings of the faculty for the year were given up to an informal discussion of the "Report of the Committee of Fifteen," touching the correlation of studies. Most time was spent in considering the first form of correlation—the right sequence of lessons and subjects. The topics included:

1. The Sequence of Number Work for the Eight Grades. Dr. Smith.
2. Sequence in Form Study and Geometry. Dr. Smith.
3. Sequence in Grade Work in Literature. Prof. Barbour.
4. Sequence in History for Primary Grades. Prof. King.
5. Sequence in History for the Higher Grades. Prof. King.
6. Sequence in Elementary Science.
7. Sequence in Oral Geography Study. Prof. McFarlane.
8. A Course in Primary Drawing. Prof. McFarlane.
9. Sequence in Elementary Latin. Prof. D'Ooge.
10. Sequence in German. Prof. Lodeman.

Department Meetings: In the organization of instruction in the Normal School, there have been recognized eleven departments outside of the Training School. Their teaching force numbers thirty-five. The separate faculties have from three to five members each. Growing out of this close relation of special teachers doing kindred work, are the department meetings. In these meetings have been discussed naturally questions incident to the common work, partly academic as extending the acquaintance with the instruments of culture, and partly professional as fixing the use of these instruments.

The following reports have been received:

The Mathematical Society: This society which has now completed its fifth year, has held its regular meetings as usual. Members of the mathematical faculty have presented several papers on Modern Algebra, Theory of Complex Numbers, and History of Modern Mathematics. Students have contributed papers on the Mathematics of the Egyptians, Thales and The Ionian School, The Pythagorean School, Pythagoras as an Educational Reformer, Theory of Numbers among the Greeks, The Development of the Calendar, The Zero Year, The Development of Exchange, Egyptian Trigonometry, A General View of the Development of Trigonometry, An Old Japanese Geometric Computation of Pi together with a Computation by Infinite Series, and other subjects.

Physical Science Society: With occasional interruptions, meetings of this organization were held weekly throughout the year.

Much time was devoted to "Notes and News" in science.

The discussion was reopened upon the "Order of Subjects in Science," and the order of topics in each science.

Among the more important book reviews and scientific hypotheses considered were, Todhunter's "Theories of Electricity," Mach's "General Lectures" and "Mechanics," Duhem's "Chemique Mechanique," and the year's text-books in physics and chemistry.

The following subjects were discussed in more formal papers:

(1) Are there Physical Axioms?
(2) Classical and New Experiments.
(3) A Demonstration Galvanometer.
(4) Apparatus for the Synthesis of Gaseous Hydrochloric Acid and Steam.
(5) Hertz's Dynamometer.

The History Department: No distinct society has been formed within the department. With something of coöperation, however, and along common lines, much reading and conference have been carried on. "Some things have been gained in definiteness of view and in a genuine historical insight. The unity of result has been reached mainly through informal conferences. In one grade of

work, however, the entire subject has been reviewed, and the pedagogical limit determined. Some meetings were held for the discussion of the sequence in history in the grades, together with the reasons therefor, and for the order established in the Normal School course." The department has prepared two formal papers (noted elsewhere) on the subject of historical sequence in the grades.

The Department of Drawing and Geography: Semi-monthly meetings, on alternate Wednesdays, have been held through a part of the year, at which the following topics were discussed:

1. The justification of drawing in the public schools.
2. The reasons for geography in the public schools.
3. A course of drawing for the first three grades.
4. Blackboard illustrative sketching.
5. Home geography.
6. Map drawing.
7. Map reading.

The German Society: Connected with the department of German has been organized and kept up throughout the year, a society for the more thorough mastery of German. Meetings are held weekly on Tuesday evening. Only German is spoken. Much attention has been paid to German music. One German play was rendered. Addresses have been delivered by invited speakers, including Prof. Lodeman, Mrs. Lodeman, Prof. Smith, Miss Paton.

Student Societies: The school societies that have a distinctly literary or intellectual purpose are the Lyceum and the Mock Congress. The latter has a membership of ——, composed of young men, a majority of whom are also members of the Lyceum; but who have associated themselves in a separate body for more purely parliamentary practice. They are organized as a Federal congress representing states, and hold weekly sessions. The principal questions discussed for the year have been: The President's message; the Cuban resolutions; the Venezuelan question; fortifications; a revenue bill; silver and a monetary conference; the Nicaraguan canal;

the qualifications of voters; presidential reëlection; the bond issue; and Lincoln's birthday as a national holiday. This year for the first time the society was admitted to a place in the *Normal News* contest along with the four branches of the Lyceum.

The Lyceum is composed of four societies—Adelphic, Olympic, Crescent, and Atheneum. Each has a room set apart for its use, elects its own officers, and administers its own affairs. The membership of each is limited to sixty. Meetings are held weekly on Friday evenings. In the preamble to the general constitution the Lyceum's purpose is said to be "improvement in composition and debate, and such other things as rightly pertain to literary culture." The chairmen of the executive committees of the several societies constitute a general committee having charge of the business of the association, including all public exercises of the combined societies. Selected programs from the several societies show the following topics for the year: In the Olympic, debates upon the "Annexation of Cuba," the "Venezuelan Question," "Heredity and Environment," Author evenings, Roman Arts; in the Atheneum, "Evenings" in Germany and France, Book, Labor and Author programs, Half-hours with Contemporary Rulers; in the Crescent, evenings of Music, English Authors, Politics, etc.; and in the Adelphic, similar topics.

The Lyceum "Public." The only "Public" of the societies for the year was a union meeting held Friday, Nov. 27, and included a program of extemporaneous speaking, representing the several societies, and several musical selections together with a social hour.

The *Normal News* contest was held in Normal Hall, May 8, 1896, with the following participants and subjects:

LADIES' CONTEST.

1. Science and Life, ... Ida B. Reglogle, St. John.
2. The Teacher's Relation to Crime, . . . Lillian B. Cutler, South Riley.
3. Progress of Women in Education, . . . Carrie Hall, Sand Beach.
4 The Red Cross—An Indication of Civilization, Laura H. Tuttle, Ypsilanti.

GENTLEMEN'S CONTEST.

1. Federation, the Sequel of English Aggression, . . . R. D. Calkins.
2. The Ideal American, ... James H. Hetley.
3. A Better Personality, ... Clyde G. Young.
4. Principal and Interest, ... Henry E. Straight.

Religious and Benevolent Societies: The Students' Christian Association has been an important factor in furthering the school's purpose, not less than a means for the personal improvement of its members. For a number of years, even before any attempted organization, there had been held, more or less regularly, meetings of a religious character among students and controlled chiefly by students. A leading spirit at the time in the somewhat uncertain movement was Principal Joseph Estabrook. Others who are remembered as taking an active part were Professors Putnam and Bellows, and Miss Anna J. Bignell.

In 1880–1, the interest had become somewhat more settled; the wholesome effects of the student gatherings, the growing altruism; and seriousness of purpose, and higher standards of living, and a more generous social life, were obvious; and the time seemed ripe for crystalizing the efforts into something like permanent form. The influence of Joseph Estabrook was upon the movement. His memory was regenerative. The Students' Christian Association was formally organized. In the absence of records only estimates can be given of the growth of the association. In 1881–2 the membership was probably about 100; it has, at times, in the years since reached 300; for the current year the active membership has been 220; the attendance at the Wednesday evening meetings varying from 200 to 300. Many students have contributed to its support who have not been actively connected with the association.

At the beginning of each semester the school is canvassed for new members; and it is intended that every student shall receive a personal invitation to join the society. There is needed the help of every one, and a welcome is extended to all. A Students' Hand-

book is published annually by the society, as is mentioned elsewhere, containing information about the school, the association, the churches of the city, boarding and rooming accommodations, etc. At the beginning of each semester, students wearing S. C. A. badges, meet all incoming trains to welcome new students, to assist in finding homes, and to act as general guides.

Weekly meetings have been held in Conservatory Hall since 1886. During a part of this time, one Sunday afternoon address each month has been provided. At the beginning of each calendar month a program is printed and distributed with announcement of all the services to follow, including the public addresses. For the current year, these have been as follows:

Christ as a Teacher,	Principal Boone.
Inward Struggle the Preparation for Outward Success,	Prof. D. Putnam.
The Moral Forces in Popular Government,	Hon. E. P. Allen.
Yokes,	Rev. R. W. Van Kirk.
Obedience the Measure of Love to Christ,	Rev. Wm. Gardam.

For several years the organization has been recognized by the confederated students' societies of the colleges and higher schools, and has sent delegates each vacation to the Lake Geneva Summer School for Bible Teachers. Returning, these have become leaders in the half dozen or more Bible classes maintained by the society.

For a dozen years the organization was a somewhat informal one, without incorporation, and hence without legal standing. Upon receiving the most generous gift from Mrs. Starkweather noticed elsewhere, it was found necessary to effect a legal organization. Accordingly on March 9, 1896, articles of incorporation were executed under the General Laws (chapter 177, Howell's statutes). These provide for a set of officers, having to do with the internal administration of the association, and a board of ten directors, to have charge of the property and general prudential affairs of the society, and to represent it legally. Five of these are to be elected by the members from the faculty of the school; and three from among the

students; the president of the association and its vice-president being ex-officio directors. The present Board of Directors is composed as follows:

Richard G. Boone, Pres.	Wilbur P. Bowen.
Florus A. Barbour, Treas.	Nina M. Hesse.
Ada Benedict, Sec'y.	Austin F. Wilbur.
Daniel Putnam.	Louise Clark, (*ex-officio*),
Anna A. Paton.	F. J. Tooze (*ex-officio*).

The Board of Directors "exercise no authority over the usual literary and religious exercises and work of the association, except advisory. The property of the association is held by them, in trust; and all funds contributed for building purposes or for the repair of buildings, or for the insurance of property belonging to the association, shall be under their control. The annual meeting of the association is held on the third Wednesday in May.

The purposes of the association are religious and ethical, and the means used, meetings, Bible classes, lectures, addresses, etc.

The membership comprises four classes; (1) active members who alone have the right to vote; (2) associate members; (3) sustaining members; and (4) honorary members. The fee for the first two classes is fifty cents each. The fee for sustaining members is $3.00 per year.

The following circular has recently been sent out to former students, and explains itself:

YPSILANTI, MICH., ...189.....

DEAR ALUMNUS:

Our Students' Christian Association has recently received a gift of $10,000 to be used for a new building, *exclusively*.

About $3,000 will be needed to furnish this building, which is to be erected this Spring. A part of this sum has already been pledged by friends and members of the Association; but we are still in need of a large amount.

The Association is now incorporated under the above name and has recently secured a lot on which to build its home.

Knowing that you, as a graduate of the Normal School, will be interested in this work and will be glad to help in it, we give you this opportunity to do so.

4

While we most earnestly desire that your response may be a very liberal one, *any sum* you may choose to pledge will be most thankfully received.

Pledges may be paid at any time within two years, and, when sent, may be directed to "Treasurer of S. C. A.," Ypsilanti, Mich.

Hoping for a prompt and liberal response, we are,

MRS. FRED J. TOOZE,
NINA M. HESSE,
A. E. LATHERS,
Soliciting Committee.

The Neighbors: The movement which resulted in an organization of "The Neighbors," and in opening a home for the sick, called "The Inn," belongs to the current year. Familiar with what had been accomplished in other school towns, and moved by a wish to serve her own and the school in its borders, Mrs. Prof. Lodeman originated and pushed forward the present plan. Having consulted with some persons of well-known public spirit among her friends, in the Normal school, and among citizens, it was decided to call a meeting to consider whether a similar undertaking might not find a place in Ypsilanti. On the 11th of January, 1896, the first meeting was held at the home of Mrs. Lodeman. A half-dozen interested persons were present, and their names are preserved upon the records. Much interest was shown and a general encouragement to push on the enterprise. A second meeting a few days later brought together as many more. On the 16th of the month the matter was presented to the faculty of the Normal School and was warmly commended. Liberal subscriptions were promised in the event of the organization being effected. On Friday, January 17, the topic for Miss King's "Conversation" before the students was "Neighborliness" as shown in the act of the Good Samaritan. The object of the proposed association was explained. The 400 students present, voted as a body, their encouragement and financial support. A preliminary board was appointed with Miss King as chairman. Committees were selected and the citizens consulted as to aid. Another public meeting of students was held on the 24th, when

students subscribed liberally to the enterprise, and again on the 31st. At this meeting a constitution was adopted in which the object of the movement was held to be "to provide suitable care for the sick among the members of the Normal School." It was agreed to call the organization "The Neighbors," and its home "The Inn." A permanent board of control was chosen, and a full complement of officers as follows:

Richard G. Boone, President Board of Directors.
Julia A. King, Vice-President.
Francisca Lodeman, Secretary.
George J. Bradley, Treasurer.
Belle Hanford, Executive Member.
R. D. Calkins, Executive Member.

Sufficient funds are on hand, or are assured, to meet all probable expenses of the "Inn" for a year.

The Athletic Association: There has been a healthy growth of athletic sentiment in the school—reasonable and moderate. The membership of the institution supports a base ball team, a foot ball team, and an organization for field-day sports. For the current year, foot ball contests included games with the Ann Arbor high school, the Orchard Lake Cadets, the Detroit Athletic Club, the Ann Arbor Freshmen and the '97 Laws of the University of Michigan. The base ball games in the spring were played with Albion, Saginaw, the Detroit Athletic Club, the Michigan Agricultural College, and the University of Michigan, Orchard Lake Cadets and Adrian.

The president of the association is Mr. J. B. Watters.

School Publications.

As carrying out the present policy of the school number of people in a helpful way as possibl teachers, the various publications of the school members become important factors. The followi what the school is doing in official and non-offi means.

The Year Book: The one document whi alone is meant to afford, a comprehensive view and working of the school is the Annual Repo in addition to giving the enrollment for the y information, seeks to exhibit plainly and fu study; (2) the conditions of entrance and such questions as prospective students ask); uation, its recognition and privileges, and policy of the school for the accomplishing mentary and incidental purposes as are fro

Those who patronize the school or w generally for whose fitting the school ex what is the professional or philosoph teaching, and the means employed to c sive numbers of the Year Book should

Report to the State Superintendent: as required by law, a Report to the St Instruction, chiefly statistical and com ing to the growth and patronage of t or organization, and suggestive of appears in the official annual Re Public Instruction, of the same year.

A series of

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Report to the State Board of Education: Biennially also, the Principal makes to the State Board of Education a somewhat similar report though less historical than critical, and meant to consider the social and public need for this professional training of teachers, and the school as a means of accomplishing this purpose; together with such recommendations of change as seem needed, or called for.

Official Bulletins: Of a more special character are the occasional bulletins issued. They chiefly concern courses of study, or the work of some department, or a group of related departments and are designed to give information to persons interested. Such have been the bulletins published during the year and sent to high schools concerning normal school and secondary instruction in (1) Latin and Greek (bulletin 7), (2) German and French (bulletin 8), and a general bulletin on Physical Training. In consequence of some changes noted elsewhere in the relations of the Normal School to the state's secondary schools, there has recently been issued a special bulletin to be sent to approved schools, and to those asking approval, setting forth the minimum amount and quality of work for such schools, and the consideration accorded their graduates at the Normal School. This was followed by another also sent to high schools for the purpose of gathering information as to their courses, teachers, equipments, graduates, etc.

Investigation Blanks: Among the publications of the year also are certain sheets intended to elicit information for the use of the pedagogical department and in other professional classes. These were initiated in the discussions of the Pedagogical Club and have been issued under their direction. They are as follows:

1. Concerning Reciting; comprising a dozen questions submitted to teachers concerning the habits of their pupils in reciting.

2. Concerning Habits of Study; a companion to the foregoing blank, and submitted to students concerning their own habits in the preparation of lessons, and mode of work in class.

3. Concerning Memory; a two-fold study of memory (1) as relating to childhood, and (2) as relating to the present.

33. Nature Study a Preparation for Geography. School Moderator. Ada Van Stone Harris.

34. Adaptation of Legends. The "Golden Rod and Aster," and "Arbutus," for Primary use. School Education. Ada Van Stone Harris.

35. Arithmetic in the Grades. Ada Van Stone Harris.

36. International Interests in Education. Education Extension. August Lodeman.

37. Reviews of about forty recent publications, on education and general literature, contributed to literary and critical journals. August Lodeman.

38. Outlines of Human Anatomy as Applied to Teaching Bodily Exercises. W. P. Bowen.

39. Physical Education in Public Schools, in Education Extension. W. P. Bowen.

40. Physiology of Exercise, in Education Extension. W. P. Bowen.

41. Introduction of the "Teacher in Literature. (The Werner Company.) F. A. Barbour.

42. The History of Teaching Grammar Educational Review. F. A. Barbour.

43. Illustrations for "The Spraying of Plants." (Macmillan & Company.) Hilda Lodeman.

44. Illustrations for Cornell University Bulletins. Hilda Lodeman.

Student Publications: The students manage and publish regularly a monthly paper called the *Normal News*. The organization of the enterprise was due to the Alumni Association. The matter was considered at the regular meeting in June, 1881, when it was decided to publish a paper. The first number was issued in September, 1881. The editor and business manager are selected by the faculty from among the students. Associate editors are chosen by those concerned to represent the several interests; one from each of the societies, and one to report upon the movements of athletics in school. Six in all. To the editor and manager each a full elective credit is given for literary work done on the paper.

It has a list of 38 exchanges in nine states, a paying subscription, and constitutes one of the most loyal influences of the school. It needs to be said that the paper deserves a larger patronage than

it receives, and that it is fitted to be a useful means of intercourse between the school and her alumni to their mutual profit.

Mention has been made elsewhere of the *Aurora*, the senior class annual. The last number in particular has matter of much interest to the alumni; a list of more than 1,200 alumni with their present addresses as far as known. It shows an honorable record and inviting associations.

Anniversary Day.

The legal date for Anniversary Day is March 28. This falling on Saturday for the current year, the exercises were placed for Friday, the twenty-seventh. The day was observed as a holiday by the school, and former students and alumni were welcomed in gratifying numbers.

The program of the morning included an address by Prof. Daniel Putnam on the "History of the Normal School to 1870." It covered the first fifteen years of the school's history, being also the period of Principal Welch's administration, and including the four carnage years of the civil war, a part of whose history belongs honorably to the Normal School's history. In addition to Prof. Putnam's address, therefore, a most interesting and painstaking sketch was read by Prof. Austin George on "The Service of the Normal School in the War of the Rebellion." It is an honorable record and the courage of her teachers when on the field of battle and their endurance on the march and in camp, and their instant loyalty to a country endangered, deserve to be commemorated here and ever, not less than their achievements in the class-room, and in shaping the machinery and forces of a great educational system.

The program was interspersed with music furnished by the Normal choir, and short speeches by Pres. Powers of the State Board of Education, and Principal Boone.

For obvious reasons the exercises this year took the form of a "Welch Memorial." Principal Welch's portrait was exposed to view upon the platform. Welch literature was quoted, and biographical reminiscences were abundant. The afternoon was given up to a reunion of graduates and students of the school during the first Principal's administration. It must be remembered that the latest

of these left the school more than thirty years ago. Notwithstanding this lapse of time, of the 170 graduates of his day, twenty-four were present, and recounted the deeds, and rehearsed the noble qualities of their honored preceptor and friend.

Adonijah Strong Welch was born of Puritan stock in East Hampton, Conn., in 1821. His preparatory schooling was obtained in the Romeo (Mich.) academy, then one of the branches of our State University. From Romeo he went up to Ann Arbor, graduating in 1846, six years before the Normal School was opened. He held for a time, even before graduation, the position as principal of the University preparatory department. For a year he studied law in Detroit and was admitted to practice, but was immediately called to Jonesville, where he organized the first union school in the state. Upon the opening of the Normal School, October 5, 1852, he became its first principal, shaping its machinery and fixing its standards of training and efficiency for a generation. His was a far-seeing and dignified control which successive principals in subsequent years have honored themselves in perpetuating.

Failing health led to the severing of his connection with the Normal School in 1865. From Florida, whither he had gone for rest, he was sent to the United States senate; and in 1868 he became the first president of and organized the Iowa State Agricultural College. In this office for fifteen years, and subsequently as professor of History and Psychology, with the exception of a short interval of absence, he gave to this one institution more than twenty years of the maturest period of his life. He died March 13, 1889.

Mr. Welch is characterized by those who knew, and remember him, as a disciplinarian of the old school, positive, insistent, and convinced that unquestioning obedience is wholesome; but one who never lost sight of the manhood and womanhood of his students. Logical in understanding, an indefatigable worker, and irreproachable in his moral life, his influence upon the young was bracing and broadening. He is remembered as the author of several valuable

and much used books, chiefly school texts, among which were a grammar, a helpful manual on object lessons, and two works on psychology for teachers and elementary classes.

Principal Welch did much to fix the standards of culture and teaching in the Michigan schools for which the present generation is ready to honor him.

ALBERT MILLER.

On March 20, 1896, at his home in Detroit, Prof. Albert Miller died—a veteran as a teacher, respected as a citizen, honored by the profession.

Mr. Miller was born at Geschwende in the Principality of Schwartzburg Sondershausen, Germany, Oct. 24, 1821. Though more than seventy-five years old, he taught till within a week of his death. He was educated at the University of Jena. When twenty-six years of age, he came to America and at once settled in Detroit, as a private instructor in German and music. He was an enthusiast in the latter, and early aroused an interest in music throughout Michigan—and the best music. In 1854 he became connected with the State Normal School at Ypsilanti, as teacher of his favorite subjects, German and music, in which he had already won an enviable reputation as teacher and student, and to which in his new position he added lessons in gymnastics and fencing. He maintained his connection with the school until 1866. During his professorship of twelve years, 194 students graduated, many of whom still live to cherish his memory.

In September, 1866, he was married to Miss Olive Coyt Tyler, of Detroit. After some years of travel they located in Detroit, where, in 1871, he resumed his teaching in private classes. Ten years later (1881) he became the regular instructor in German in the Detroit high school, a position he held at the time of his death.

The Alumni Association.

Very early in the history of the institution the custom was established among the graduates of meeting at Ypsilanti during the Commencement season for class and school reunions. Some gatherings of this character are remembered by alumni as far back as the 60's. Subsequently, but still long ago, just when it is not easy to determine, the alumni formed themselves into an association, and for twenty years or more have held somewhat regular meetings. The names and subjects of those who have given the principal addresses at the several meetings since 1880, are given as far as shown by the records:

1881.	C. T. Grawn, . .	The Teachers' Work.
1882.	E. P. Allen, . .	The School and its Work.
1883.	George Conway, .	The Ethics of Patriotism.
1891.	W. C. Hewett, . .	The Teacher as a Specialist.
1892.	C. T. Grawn, . .	Moral Culture in the Schools.
1893.	S. S. Babcock, . .	What Next?
1894.	Principal Boone, .	The Tyranny of an Idea.
1895.	Julia A. King, . . .	The School and its Alumni.

The meeting of the association held in June, 1895, had the following officers, and order of exercises:

President, J. R. Miller, '73, ...	Big Rapids.
Vice-president, Mrs. Fannie Cheever Burton, '83, ...	Ypsilanti.
Sec'y and Treasurer, Maude Ball, '84	Ypsilanti.
Executive Committee, W. P. Bowen, '87, ...	Ypsilanti.
Mrs. Lola Chapman Thompson, '84, . .	Ypsilanti.
W. A. Ellis, '83, ...	Detroit.
Necrologist's Report, Mr. J. K. Campbell, '75, ...	Ypsilanti.
Address, Prof. Julia A. King, '58, ...	Ypsilanti.

The text of Prof. King's address may be found in the *Normal News* for September, 1895. It was both scholarly and pertinent to

the occasion. Its theme was the relation of the alumni to the school. The closing paragraph is here quoted:

"Public sentiment reparding the school is formed by the alumni. The incentive to higher, better work must come from us. The kindly, though incisive criticism, which exposes defects, and at the same time stimulates to determined advance, must come from us. In the effort to secure a better academic preparation, a longer and more thorough professional culture and training, the initiative must come from us. The financial support, so vital in the life of any institution, must come in a great measure through our influence. In the alumni, our alma mater finds the integration of her strong forces; in them her point of application. Through them her energies leap along the years, multiplying blessings in the broadening furrows of the generations."

For the current year the executive committee under the direction of President W. C. Hull, '84, arranged for a meeting at Lansing during the holidays. A similar meeting, informally called, had been held the year before (Dec., 1894). The attendance in each case was about 150 graduates. At both meetings the school songs were sung, the school colors displayed, teachers and students exchanged experiences, speeches were made, toasts offered, and mutual interests revived and strengthened.

In the *Aurora*, the senior book, for 1895, was published a fairly complete list of the graduates of the school beginning with the first class in 1854. The list as given, numbers 2,380, and while very unsatisfactory in many respects gives a brief sketch from every one of whom information could be obtained, and a statement of present work and location. It will be greatly appreciated by former students and especially alumni.

Relations to Other Institutions.

Graduates of the Normal School are admitted to the University of Michigan with credit for such of our work as is covered by courses offered in the University. It is possible for the capable graduate of the Normal School to complete the A.B. course at the University in two years; and certain other courses in less time.

Graduates of the University also, and of most other colleges in the state are admitted to the Normal School, and given full credit for their academic standings. They enter at once upon a professional course, heretofore of five months, now of one year.

The number of our graduates at the University pursuing higher courses is increasing yearly, and with a wholesome effect upon the school. The influence here has been uniformly, but gradually, to encourage this relation. It means stronger and better equipped teachers, and therefore, more efficient for Michigan schools; both because of their professional training and for their subsequent advanced academic study.

There is a tendency apparent also among University students who have had a full or partial course, and among graduates and undergraduates of other colleges to take the course at the Normal, not for the professional class work alone, but especially for the practice teaching. This also means more efficient teachers for whatever schools these graduates enter.

Our diploma has been accepted in a number of other states as a satisfactory guarantee of fitness to teach.

Within the year there has been organized what is known as the North Central Association of Colleges and Secondary Schools, whose aim is stated to be: "the revision and better articulation

of their respective organizations and the furtherance of mutual interests."

Prominent institutions, both colleges and secondary schools, in Michigan and ten other states to the north and west were recognized as charter members. Michigan State Normal School is one of the number.

The school has taken an active part in the meetings of the Schoolmasters' Club, and the State Teachers' Association, and in the organization and conduct of sections in both. During the past year the school has been influential in establishing a mathematical section in connection with the Schoolmasters' Club, as a year before it had done a like service for classical teachers. The movement for the former began by the issuing of a circular by the Normal School in the spring of 1895. The university, the colleges, and high schools throughout the state heartily coöperated, and the sections are an assured success.

Early in the year 1895, the State Superintendent of Public Instruction, appointed from among the teachers of the state known to be interested in the subject, a committee on child study, and looking to a permanent state organization of this interest. Subsequently (Dec. 27, 1895), the committee and the movement were endorsed by the Teachers' Association in session at Lansing. The committee was composed of the following persons:

Supt. A. S. Whitney, Saginaw, E. S., chairman.
Supt. C. O. Hoyt, Lansing.
Supt. O. L. Miller, Charlotte.
Harriet Marsh, Detroit.
Ada Van Stone Harris, Ypsilanti.

A preliminary meeting of the committee was held at Detroit, Saturday, Oct. 21, with a full attendance; and a half day's conference was had as a part of the state association program. The first number of the Michigan "Manual of Child Study" has been published as a result of their labors to date. As Michigan is the second

among the states to undertake this systematic investigation of child life by the state department, and therefore in an official way, the interest of the school becomes all the greater.

As a part of the legitimate and very profitable work of the school, mention should be made of the lectures also, lessons, and addresses given by members of the faculty in various parts of the state, on the public platform, in institutes and before schools. By different members, six lectures were given in popular courses throughout the year; and five of the members gave instruction in teachers' institutes in 22 counties. The Principal, either inspecting schools, or lecturing or attending teachers' association meetings, or institutes, visited sixteen counties, and lectured in twenty-two cities and towns. No small part of the value of these visits has been in the more intimate and detailed acquaintance of the visiting members of the faculty, with the work now being done in the schools, and their recent progress; the conditions under which it is done, the qualifications and spirit of the public school teachers, and the local sentiment touching schools.

Michigan has a noble band of teachers, earnest, faithful and growing. They command respect and are entitled to sympathetic confidence and counsel. They greatly need, and themselves desire opportunity for improvement. The Normal School is to be benefited by whatever closer relations with them and their work.

The faculty of the Normal School have shown themselves ready in many ways and at various times throughout the year to inform themselves of the condition of schools and teachers in the state, and to adjust the work of this institution to the requirements in the schools. It is hoped to bring about yet closer relations between the work here and that of school commissioners, and directors, and boards of education and superintendents, in all parts of the state.

The Curriculum.

The instruction of the institution is comprised in the three departments:

(1) The Preparatory Department.

(2) The Teachers' Department.

(3) The Practice and Observation School.

Admission to the preparatory department is gained (a) through completing the elementary course in the Practice School, (b) through presenting certificates of promotion to approved high schools; and (c) through passing an entrance examination at the Normal School.

Admission to the teachers' course presupposes (a) standings earned in the several preparatory subjects pursued at the Normal School; (b) standings in these subjects accepted from approved high schools; (c) certificates of graduation from approved high schools; (d) an endorsed first grade license; or (e) examination in prescribed preparatory subjects at the Normal School.

The preparatory subjects include the following, each for the time specified:

PREPARATORY SUBJECTS.

1. Reading and Orthoepy,	20	weeks.
2. English Grammar,	20	"
3. English Classics,	20	"
4. United States History,	20	"
5. Civil Government,	20	"
6. Arithmetic,	20	"
7. Algebra I (elementary),	20	"
8. Geography,	20	"
9. Physiology,	20	"
10. Penmanship,	10	"
11. Book-keeping,	10	"
12. Elementary Physics,	20	"
13. Latin I and II, (For entrance upon language courses,)	40	"
14. German I and II, (For entrance upon language courses,)	40	"

Subjects numbered 1–9 inclusive must be completed before entering upon the teachers' course. Latin I and II and German I and II must be taken in advance by those who elect to pursue those languages for graduation. Penmanship, book-keeping and elementary physics are included among preparatory subjects to accommodate persons fitting for the county teachers' examinations, and who enter the school for academic reviews.

The entire preparatory course, assuming that one foreign language be taken, may be completed by the average pupil in about two years.

The English grammar, elementary physics, Latin I and German I are offered during the first semester only. English classics, book-keeping, Latin II and German II follow in the second semester. Classes in all the remaining preparatory subjects are formed at the beginning of each semester. English grammar must precede the English classics; United States history precedes civil government; and the foreign language work follows in course. With these exceptions the studies in the preparatory department may be taken up to suit the convenience of the student.

The experience of the school in dealing with the academic requirements for entrance is instructive. From its organization there has been prescribed a knowledge of the rudiments of arithmetic, grammar, geography and spelling. Reading also has been in the list except for the years 1889–92 inclusive. Writing which had been a preparatory subject was transferred to the teachers' course in 1881. In the current announcement it is restored to its place in the list of preparatory subjects. Elementary algebra, except for the two school years 1875-6, and 1880–1, has been required for entrance for more than twenty years. United States history also was prescribed for entrance in 1876, along with physiology, vocal music and drawing. The four remained on the list for three years, history and physiology being restored in 1893, and civil government being then added for the first time.

Of course both the quantity and quality of the work comprised under these requirements have been greatly modified. Elementary algebra means much more now than ten years ago; and the geography is almost a different subject. The history presupposed is a knowledge of the real factors in social and institutional life, and not memorized pages and records. The requirements in civil government concern the rudiments only, but constitute a positive elevation of the entrance standard.

THE TEACHERS' COURSE.

The regular course of study for the Normal School comprises 640 weeks of work, whose completion entitles the student to a diploma, and a life license to teach in any of the public schools of Michigan. Four daily studies for forty weeks constitute the standard requirement for one school year. This means a credit of 160 weeks. A student of average ability may complete the diploma course in four years. Few students are found able to carry more work than is here indicated. The relatively less emphasis put upon the text-book, and the more upon library references and laboratory experiment, make the work correspondingly more exacting here than in the usual academy or high school. More than four studies will not be allowed to any student, except upon request being filed with reasons, and with the consent of the Principal. Such additional subjects *must be selected from outside the list of prescribed subjects, and will not, except by vote of the Council, operate to shorten the course.* Less than the prescribed amount of daily work will be required of students when, in the judgment of the Principal, their standings make it advisable.

In a normal school, even more than in the ordinary academy, the quality of the work done counts for more than time or attainments. Hasty courses, and crowded programs, and many subjects are discouraged by the school in every legitimate way. Teachers, of all public persons, should be *well* educated; liberally, if possible; but

	Physical Training
	**Method in Physical Training* **Applied Anatomy* Physical Training III
	Physical Training IV

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soundly in any event. A right quality of mind in the teacher is fundamental. It means leadership and personal influence. No one is to be debarred from whatever best work he can do; but the policy of the school is to make the carrying of much work incident to one's ability to do it well.

THE CONSPECTUS.

The accompanying conspectus shows the several subjects and the aggregate amount of work offered by the school, the amount and proportion of this prescribed, and its distribution through the course, together with the possible electives.

Of the 640 credits required for graduation, 450 are prescribed, i. e., seventy per cent. This leaves ten semesters of work, or thirty per cent. of the whole that must be elected. The prescribed work is distributed as follows:

PRESCRIBED SUBJECTS.

I. ACADEMIC WORK. 260 weeks.

1. English,—rhetoric, English literature, and American literature, (3 semesters)	60 weeks.
2. Science,—botany, physics, (3 semesters)	60 "
3. History,—English history, U. S. history and advanced history, (3 semesters)	60 "
4. Mathematics,—algebra II, plane and solid geometry, (3 semesters)	60 "
5. Drawing,—(1 semester)	20 "

II. PROFESSIONAL WORK. 190 weeks.

1. Psychology, (1 semester)	20 "
2. Psychology, applied, (1 semester)	20 "
3. History and science of education, (1 semester)	20 "
4. Teachers' course in English grammar,	10 "
5. Teachers' course in reading and language	10 "
6. Teachers' course in arithmetic,	10 "
7. Teachers' course in geography,	10 "
8. Teachers' course in U. S. history,	10 "
9. Teachers' course in science (physical or biological),	10 "

10. Teachers' course in music or physical culture,	10 weeks.
11. Teachers' course in civics, ...	10 "
12. Teachers' course in physiology, ...	10 "
13. Observation and teaching in training school, .	40 "

So much work and of such kind every one is required to take who completes a diploma course. The order of subjects is that given in the column "prescribed" in the conspectus. No substitutes are allowed for these subjects. Examinations for advanced standing may be had by an applicant in any academic subject at the close of any semester.

By those who have been familiar with the recent courses, it will be noticed that certain changes have been made. These in detail will appear in the several department reports. Here only their more general features are noted.

The ten weeks' course in history of education has been extended to twenty weeks and appears in the history and science of education in the senior year. History and civics are each put one semester earlier in the course. The method work in the four common branches no longer appears as a separate subject, but is combined with the reviews in those subjects. The prescribed professional work as it now stands comprises, therefore, the history and science of education, the two semesters of psychology, the practice teaching, and a ten weeks' teachers' course in, and including a critical consideration of each of the following subjects as a means of instruction: arithmetic, grammar, geography and reading, physics, physiology, civics, history, nature study, music and physical culture. The last four are included in this list now for the first time, having been added to the requirements by recent action of the board of education upon the unanimous recommendation of the Normal School Council.

With reading which has heretofore occupied five weeks, elementary language has been combined, the two making a ten weeks' course. The review and method in physics takes the place of laboratory practice, which has been expanded into a more

advanced course and made elective. This teachers' course in physics and nature study are made alternates, the student being required to choose one of them, but allowed to choose either as he prefers. A like choice is permitted between the teachers' course in music and that in method in physical culture.

These teachers' courses in elementary subjects are eleven in number, as enumerated above, and show an addition to the professional work of sixty weeks; but a net increase of prescribed studies of only twenty weeks. This is so much professional gain, while diminishing the electives by one semester only in four years.

In general there has been preserved the same sequence as heretofore: (1) psychology and the general principles of teaching; (2) the teachers' courses in elementary subject matter; and (3) teaching. Inasmuch as each of the subjects under (2) becomes distinctively a teachers' view of the subject as a means of education, the importance of the sequence is emphasized.

The amount of professional work in the certificate course has been increased by the addition of the teachers' courses named, and diminished by lessening the amount of teaching. A certificate student returning to complete a diploma course would receive his full quota of teaching in the senior year.

ELECTIVES.

In addition to the prescribed subjects, the school offers 1,400 weeks of electives in ten departments. Eight of these departments offer eight or more semester of work each. The departments of biology, and drawing and geography offer six semesters each; pedagogy seven, in addition to the required work. In addition to the 450 weeks prescribed, the full course requires that a candidate for graduation shall have earned standings in elective subjects to the amount of 190 weeks. The latter must be selected by the student according to the regulations of the school, and carried along with the prescribed work as the course progresses. One may carry

the full list of prescribed subjects, and make up the 190 weeks of electives from (1) history and English, or (2) mathematics and physics, or (3) music, or (4) the ancient classics, or (5) the modern classics, or (6) a combination of (4) and (5), or (7) English and a foreign language, or (8) the sciences, or (9) geography and science, etc.

Whatever the electives, the prescribed studies of the diploma course constitute a reasonable preparation for general grade teaching. The addition of seven to nine semesters of elective work in some one line, or with one group of related subjects makes a good preparation for special teaching in the common public high school, or in the elementary school.

Every effort is made to secure among electives, continuity of study within a comparatively narrow field. Concentration here means of efficiency. This is believed to be a professional as well as personal advantage, even if one be called to teach mixed classes in an elementary school. It fixes a habit of study, and of seeing things in their relations, and gives one a consciousness of mastery and proficiency that reacts favorably upon even the most elementary teaching.

In choosing one's electives, the following conditions are to be observed:

(1) Except in French and Greek the first year of a foreign language is preparatory work and furnishes no part of the Normal School credits.

(2) In the study of foreign languages, no credit is given for less than four semesters, except in (a) French, in which one year may be taken with standing; (b) when two or more languages are elected, in which case the Principal and the heads of these departments will adjust the proportions and credits.

(3) In any case, at least six of the ten semesters elected must be taken from some one department or group of studies.

(4) The elective having been chosen the head of that department becomes the student's adviser in making up the subsequent course, subject to the concurrence of the Principal.

THE CERTIFICATE COURSE.

What has been said in the last preceding section refers wholly to the full diploma course, the completion of which is marked by the conferring of a certificate and diploma of graduation.

A student having entered upon this course and leaving before it has been finished may, upon application at the office, receive a transcript of all credits upon the books showing his standing and advancement in the school.

When he has finished the first three years of work (see conspectus), 480 weeks, he is entitled to receive a similar statement of his credits, and a certificate signed by the State Board of Education and the Principal of the school, valid as a license to teach throughout the state of Michigan for a period of five years. The added year necessary for graduation (see senior year in conspectus), may be taken subsequently at the pleasure of the student, and entitles him to a diploma and a teacher's certificate good for life.

In the certificate course one has all the required mathematics and science, and one semester less each of history and English. It includes all the psychology, and all of the teachers' reviews except the physiology. It requires less practice teaching, and postpones the history of education to the last semester of the senior year.

Several considerations conspired to advise the change here suggested. Primarily the requirements of the old certificate and diploma courses offered too little difference in work for the privileges conferred. It did not seem wise to add to the present requirements in the diploma course. The demand throughout the state, especially in the towns and cities, was for a sharper destinction between the two certificates, making it worth while to work for the life license. It is hoped that the regulation here outlined may induce a much larger number to complete the full course.

COURSE FOR HIGH SCHOOL GRADUATES.

For graduates of approved high schools (see list page 29) there is offered a short diploma course of two years. This includes all of

the prescribed professional work, 190 weeks, and one year of physical culture, besides 130 weeks of electives as follows:

JUNIOR YEAR.

First Semester.		*Second Semester.*	
Psychology,	20	Psychology Applied,	20
Teachers' Course in		Teachers' Course in	
Geography,	10	History,	10
Language,	10	Grammar,	10
Arithmetic,	10	Civics,	10
Physical Culture,	20	Physical Culture,	20
Elective,	30	Elective,	30

SENIOR YEAR.

Teaching,	40	History and Sci. of Educ.,	20
Teachers' Course in		Teachers' Course in	
Nature Study, or Physics,	10	Physiology,	10
		Music, or Physical Cult.,	10
Elective,	30	Elective,	40

For the 190 weeks of prescribed studies no substitutes are accepted; and as they are all professionally treated here, examinations are seldom requested.

The 130 weeks of electives may be chosen in either of the following ways:

(1) The student shall make up all high school subjects mentioned on page 26, in which he does not bring credits. He shall then elect work from the several departments, under the advice of the Principal, and shall include the following additional work in this selection:

(a) Mathematics,	20 weeks.
(b) Science,	20 "
(c) English,	20 "
(d) History,	20 "

The particular semesters of work in mathematics, science, English and history to be taken will be determined to suit each individual case.

(2) The student desiring to devote himself to some specialty may select his entire 130 weeks of electives from one department or from one group of related subjects; provided, after trial, he proves able to do this with credit and advantage to himself. The selection may be made at once with the consent of the Principal and the head of the department concerned. In addition to his specialty he shall select such required secondary work, not taken in the high school, as in the judgment of the Principal and the head of the department named is practicable.

'In this, as well as in the full diploma course, the specialty' making up all or the major part of the 130 weeks of elective, may be (1) history and English, or (2) mathematics and physics, or (3) music, or (4) the ancient classics, or (5) the modern classics, or (6) a combination of (4) and (5), or (7) English and a foreign language, or (8) the sciences, or (9) geography and science, etc. Drawing, geography and physical culture constitute briefer courses and may be combined to suit the student in making up the full amount of electives. Moreover the 130 weeks of electives here, as in the full diploma course may be made up wholly or chiefly of professional elective subjects. (See list of professional elective courses, page 79.)

That is, one who completes the two-year diploma course may have had more than six years of Latin, four years of German, three of French, five and a half of mathematics, as much of history and physics each, four years of English, a full course in music, or partial courses in biology, drawing, geography or physical culture. This is greatly in excess of the traditional elementary course for teachers in the average normal school, and in no way detracts from but rather adds to one's preparation for common school work.

The one year course to which graduates of approved high schools have heretofore been admitted, *has been abolished.* Such graduates wishing to enter upon a less extended course than that for a diploma may bring their standings to be credited upon the general course, (see conspectus, page 69). When the studies (required and elective)

of the first three years have been completed, they will receive a certificate valid as a limited (five years) teachers' license. This applies equally to the kindergarten certificate course. Kindergarten instruction becomes an elective in the regular course as is any other non-prescribed subject. There is therefore no longer an independent course for kindergartners, though anyone may include the work (both theory and practice) of this department among the electives of either the regular or high school graduate course. It is believed that this arrangement will considerably increase the number of those who wish to elect or to prepare themselves to teach special subjects in either elementary or the secondary schools. This will serve to meet the increasing demand for special preparation in drawing, geography, physical culture, music, kindergarten, etc., not less than in the better established departments of mathematics, science, the languages, and history.

It was in 1890 that a resolution of the board of education provided for high school graduates a one year professional course whose completion entitled the student to a limited (five years) teachers' license. The first product of this course came in 1892, the certificate being granted to twenty-five out of a total of 171 seniors, or 14.6%. The year following there were thirty-nine such graduates in a class of 165, (23.6%). In 1894, of a class of 148, fifty-six took the one year course, (38%). Finally in a class of 214 in 1895, there were 85 credited to the short course, (40%).

Instead of conducing to longer courses and preparation, the effect seems to have been just the opposite. The proportion of one year graduates to the total number constantly increased, from 15% in 1892, to 40% in 1895. There was an increase also in the proportion who completed the two-year course, during these years, but inconsiderable when compared with that noted above. In the proportion of those who elected the four-year course, there was a decrease in three years of almost fifty per cent.; and a constant increase in the number and proportion of those who finished on the

distinguished from the diploma courses. who have graduated since the short course 205 are credited to it. Of these a very only have returned to prosecute their further the time is short since their graduation; and the certificate then received is still in force for the entire they do not need to return. They may yet do the record would be improved by so much. But both certificate and diploma courses throughout the school, the distinction being preserved in the published records since 1872. In the past twenty-four years, been 2,340 graduates from all courses. Of these nearly 88% left with the certificate only. Less than 12% (162 of 1399) of them subsequently received the life certificate and Included in that aggregate (1,400) were twenty-three who their studies through the degree course.

The shorter courses have served a purpose, and served it well; they have not generally been feeders to the longer ones.

BROKEN AND PARTIAL COURSES.

The Normal School exists for the teachers and the public schools of the state. Its own purposes will be best realized through making its instruction and training and libraries and laboratories and scientific collections of every sort the most easily available to applicants and with fewest restrictions.

It is not necessary that any course except that for college graduates shall be continuous. Everyone who is acquainted with the Michigan system honors the large undergraduate class who, with only partial courses of professional study, have rendered valuable service to the elementary schools. Standings taken here, whether many or few, are put to the student's credit. The full course may be completed at any subsequent time. No credits once earned are lost. For such persons as well as those who remain continuously in

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fairly entitles it to be considered as collegiate work. It is left to each department to determine what extra work should be credited, and the amount of credit deserved.

The College Graduate Course: Since the last report, the course for college graduates has been extended to one year. The change was upon the unanimous recommendation of the Council, confirmed by the Board of Education, and was the result of a conviction that five months afforded too little opportunity in professional work to justify the granting of a life certificate and conferring a degree. The change is made to take effect Sept., 1897. The course to be then offered comprises the following professional work:.

First Semester.

The History and Science of Education,	20 weeks.
Advanced Psychology,	10 "
Professional Work in Science,	10 "
Teachers' Course in History,	10 "
Elective Secondary Method Work,	30 "

Second Semester.

Teaching,	40 weeks.
School Systems and Theories,	10 "
Foreign Language Method or English,	10 "
Elective Secondary Method Work,	20 "

The professional work in science may be either (a) Nature Study, or (b) Teachers' Course in Physics, or (c) Physical Technics, or (d) Biological Technics, or (e) Physiological Demonstration, or (f) Laboratory Practice; the method in foreign language may be either in the ancient or the modern classics, as grows out of previous study.

In addition to the work prescribed, each applicant will be held to show by examination or otherwise to the satisfaction of the heads of departments, a thorough knowledge of spelling, orthoepy, grammar, geography, arithmetic, history (U. S.), civil government, and hygienic physiology. The course is open to all persons holding an academic degree, from the University of Michigan, or from any reputable incorporated college empowered to grant degrees.

It is assumed that the academic work done in such institution, and for which standings are asked, is equivalent to the requirements made of normal students for the same degree. (See pages 66–77.) If at the time of entrance or subsequently it shall appear that the academic training has been inadequate either in amount or quality, the applicant may be held to further tests through examination or class work at the discretion of the head of the department concerned.

All work must be done in residence.

The course leads to a life license to teach in any part of Michigan, and entitles the holder to the degree of Bachelor of Pedagogics.

The Master's Degree: Provisions are made for taking the Master's degree, as follows: Any one holding the degree of Bachelor of Pedagogics of the Michigan State Normal School, may, upon application, receive the corresponding Master's degree (M.Pd.), upon the following conditions:

(1) He shall furnish evidence satisfactory to the faculty that he has been engaged in teaching or in school supervision continuously and with pronounced success for five years since receiving the Bachelor's degree.

(2) He shall prepare and present a thesis acceptable to the faculty, upon some subject connected with the history, science or art of education; the faculty reserving the right to assign the subject of such thesis.

Explanation of Courses.

The following Faculty Reports show in a general way (1) the several courses offered; (2) the changes in the course; (3) the electives and sequences; (4) the work which has been done during the year as to matter and treatment; (5) the professional courses; and (6) equipments.

While the work of each department is fairly independent, and great freedom is given the several heads of departments, the purpose prevails and is concurred in by the faculty to make the instruction in the various subjects consistent, integrated, and mutually reënforcing. With this in mind attention is called to the following Department Reports:

DEPARTMENT OF PSYCHOLOGY AND PEDAGOGY.

DANIEL PUTNAM.
Austin George.
Ada VanStone Harris.
Richard G. Boone.

The following courses are offered by the department. Additional professional instruction is given in other departments, and will be found under appropriate paragraphs, elsewhere in the report. Prescribed subjects appear in italics.

I.	*Psychology*,	20
II.	*Applied Psychology*,	20
III.	*School Organization*,	10
IV.	School Systems and Laws,	20
V.	Advanced Psychology,	20
VI.	*Observation and Practice in Training School*,	40
VII.	*Teachers' Course in Reading and Language*,	10
VIII.	*The History and Science of Education*,	20

Changes in the Course: The History of Education which has been a ten weeks' course, is now combined with the Science of Education, the two making up the work of one semester and being required of all graduates. The amount of teaching prescribed for those who go out at the end of the junior year with a five-year teachers' license has been lessened. Those who take the diploma course will be excused from this junior practice; but one who has left school with the teachers' certificate will, upon returning to graduate, be held for the full amount of teaching prescribed for the senior year, in addition to his former teaching.

Two advantages are expected to result from this change: (1) An increase in the amount of professional work done as compared with the aggregate academic instruction; and (2) an encouragement given to pursue the longer courses of preparation.

Electives and Sequences: The courses in this department except IV and V enumerated above are prescribed for all students in the diploma course. Course VIII is not included in the certificate course; and, in a modified form, course VI also. The several subjects follow in the order named. The teachers' courses in the common branches presuppose psychology, and are followed by the practice and observation work in the Training School.

The Work of the Year: The course in psychology includes the study of the elementary facts and principles of psychology for one full semester of twenty weeks. While a text-book is used as a general guide to the work, the method of study and instruction is designed to be, to a large extent, that of observation, investigation and inquiry. Such observation and investigation must of necessity begin with self. The observation and study of others, of both children and adults, is encouraged and required, as far as circumstances will permit. But the truth is recognized that a patient and careful study of one's self is an essential prerequisite to any fruitful study of the mental manifestations of others. Attention is given to the relation between the physical and phychical natures, and to the

conditions under which mental action can be rendered most productive, and at the same time most pleasurable. The "feelings," so-called, are recognized as the impelling forces in the soul, and are carefully studied. The fact is recognized that one of the highest purposes of education is ethical; and consequently special effort is made to present, in clear outline, the elements of the moral nature, and the grounds upon which human responsibility is based. In this elementary course, psychology is not studied or taught as a profound, abstract science, but rather as a subject which is most intimately related to every-day life and conduct.

In the general course of applied psychology or pedagogy which occupies one semester, the nature of education as distinguished from mere instruction is considered, and the varieties of education, with the characteristics and purposes of each variety. From the previous study of psychology and related subjects, certain laws of development are formulated. From the discussion of these laws and the natural inferences from them the characteristics of the successive stages of the child's life are made evident; the nature and form of schools, studies and instruction adapted to each stage are considered, together with the principles which determine the selection and arrangement of courses of studies and instruction. The discussion of methods of teaching is based upon the natural and spontaneous modes of mental action which have been discovered in the study of psychology. Some of these modes are found to be general, and from these equally general laws of teaching can be inferred; some are special and subordinate, and from them special laws of teaching are obtained. The effort is, in all cases, to make it obvious that the teacher's method of working will be determined by the mind's method.

The work just described is followed by a study of the principles which determine the organization and management of schools; of the character of the ungraded school; of the peculiarities of the graded school; of the principles which should guide in the promo-

tion of pupils; of modes of examination with their benefits and their evils. Other related topics are considered as time allows. The school system and school laws of Michigan; the duties, obligations and rights of teachers; the powers and duties of school boards, superintendents, principals and subordinate teachers are also discussed. Other systems are briefly considered.

The History and Science of Education: As mentioned above these two which have been separate courses are to be combined hereafter into one course of twenty weeks. For the current year the work in history of education was offered during the second, third, and fourth quarters. The enrollment for the year was something less than 300.

Attention was given to the history of schools, of school systems and of education generally. Instruction is given partly by lectures with references for abundant reading, and partly by the use of a text-book. As a guide to study, Browning's Educational Theories was used with one class, and Compayre's History of Pedagogy and Painter's History of Education with others. The progressive development of methods of teaching is illustrated by reference to the lives, labors and principles of the great leaders of educational reform and advancement. It is sought in this way to fix the relation of the present to the past clearly, and to discover the direction of real progress.

The Science of Education which covered the entire semester was chiefly given in the form of free discussion, with occasional lectures and outline guides, and much library reference and thesis writing. The purpose of the course has been to fix the relations and elements of education as a science. Its several topics comprise briefly the following: The professional elements in teaching; the nature of education; the fundamentals of education; science and the scientific method; the data of educational science; the three orders of growth in education; the relation of pedagogy to philosophy; the contributions of psychology to the science of education;

the contributions of physiology; the contributions of ethics; the contributions of anthropology, and the contributions of logic.

For the next year an attempt will be made to illustrate the movements in the history of education by reference to the best established educational doctrine; and to interpret the modifications of theory at various stages by a study of the historical and social conditions of culture in successive periods; and especially during periods of reform and the more rapid development.

The advanced courses leading to the degree of Bachelor of Pedagogics, include more extended study and instruction in psychology embracing the principles of moral as well as mental science; the school laws and systems of different states are compared; the school systems of a few of the European countries are carefully studied and compared with each other and with our own systems. The history of systems of education and methods of instruction, the peculiarities of great educational leaders and reformers and other related topics are considered.

In all the work relating to advanced courses considerable room is left for the selection of subjects of study and instruction, by individual students. Much of the work is done by the seminary method which allows great freedom for consulting personal preferences.

DEPARTMENT OF HISTORY AND CIVICS.

JULIA A. KING.
Mary B. Putnam.
Florence Shultes.
Chloe N. Daniels.

The following courses are offered; those *prescribed* appearing in italics:

I.	*English History*,	20 weeks.
II.	Greek and Roman History,	20 "
III.	Continental History.	20 "
IV.	*United States History*,	20 "
V.	General History,	20 "
VI.	Historical Material,	20 "
VII.	*Teachers' Course in History*,	10 "
VIII.	United States Political History.	20 "
IX.	English Constitutional History,	20 "
X.	Political Science,	10 "
XI.	Political Economy,	10 "
XII.	Method in Secondary History,	10 "
XIII.	Institutes of History,	20 "

Changes in the Course: United States history and civics are transferred from the preparatory list to the prescribed course; and are now made, for the first time, coördinate with the same subjects in the high schools.

The Political and Constitutional history of the United States will hereafter be elective, and may be included, along with English Constitutional history, and Institutes of history, in the "History" which is selected in the senior year.

Science of Government will also be elective, and under the name of political science, with political economy, will form a course in advanced study.

A teachers' course of ten weeks each in professional training in history and civics will hereafter be required of all students.

The teachers' course in history will not be examined out of or credited. In all other subjects, students prepared in the schools will receive credits where the work has been coördinate with that in the Normal. In estimating credits, three things must be considered: The length of the course, the text-book used, and the library aids. Full credit will not be given, for less time, or a more primary text with no collateral reading.

Sequences: The required subjects must be taken in the order named in the conspectus of courses. Among the electives, certain variations from the printed order will be allowed. The work in the junior and senior years, however, will require such proficiency as can be acquired only by taking the earlier subjects of the course; as e. g., the constitutional histories presuppose all of the prescribed subjects except the teachers' course; institutes of history, general history; political science, some knowledge of constitutions and governments obtained from constitutional history.

Students desiring to specialize in history are able to secure eight consecutive semesters beside the professional courses. Five of these are strictly elective. In the senior year, the course in history prescribed may be either the United States or English Constitutional History, Political Science and Political Economy, or the Institutes of General History. The student's previous preparation, and the daily program will determine the selection.

Professional Courses: Two years ago a course in elementary historical materials was offered. At the time a hope was entertained that a sufficient number of students would elect it to form working classes. This has not proved to be the case. The reason may be found, in part at least, in the fact that almost no demand has yet been made by the schools upon grade teachers for special professional preparation in history. For a like reason, perhaps, the course in methods has been elected by the enthusiastic few only who make

history a specialty. An effort has been made to introduce into the method class, so far as possible, the consideration and the preparation of elementary material. The time is too short, however, to discuss the principles of method, and to elaborate in the same time, very fully, the material available for the elementary grades. These courses will, in consequence, be offered as heretofore.

The teachers' courses in history and civics, by being required of all students, may accomplish what the others have failed to do. It is too soon to say definitely what direction the work will take in these new requirements. The work, however, will have such reference to teaching, both in spirit and method, as to make it truly professional in results. To secure the greatest efficiency some outlay will be necessary for books, illustrative pictures, recent maps, and such other material as properly belongs to a historical laboratory.

DEPARTMENT OF MUSIC.

FREDERIC H. PEASE.
Oscar Gareissen.

The following classes connected with the conservatory have been maintained. With the exception of a single course of ten weeks the work is elective:

I.	Elements of Vocal Music,	20 weeks.
II.	Advanced Vocal Music and Methods,	20 "
III.	Voice Culture, I,	20 "
IV.	Voice Culture, II,	20 "
V.	Voice Culture, III,	20 "
VI.	Voice Culture, IV,	20 "
VII.	Harmony, 1,	20 "
VIII.	Harmony, II,	20 "
IX.	Kindergarten Music,	10 "
X.	Teachers' Course in Music,	10 "
XI.	Counterpoint, I,	20 "
XII.	Counterpoint, II,	20 "
XIII.	History of Music,	20 "
XIV.	Musical Form and Composition,	20 "
XV.	Musical Form and Composition,	20 "

Changes in the Course: The ten weeks course in kindergarten music has been made a separate course since a year ago, and has been very successful. In accordance with a recent action of the authorities, a ten weeks' course in music for teachers has been added to the prescribed work, and so will be taken by all, unless they choose to elect method in physical culture in its place which they may do. Other courses remain as heretofore. The choir which has for years been given practice twenty minutes each day, and has furnished much music upon public occasions for the school, and a high grade of music too, but without credit, will hereafter receive credit, for ten weeks elective for a year's membership and faithful assistance in the choir.

Electives: All work is elective in the general curriculum, except the ten weeks' Teachers' Course; and for the music course the work is fixed upon consultation with the head of the department.

The Work of the Year: The elements of vocal music is regularly scheduled for the first semester, but was repeated during the second to accommodate a class of almost 50. The total enrollment in the two classes was 120. The classes in Harmony have exceeded in membership those of last year, as has that in the History of Music. Counterpoint is given in a course running through the year, and enrolled in all 17 members; musical form and composition almost twice as many. Much enthusiasm has been manifested regarding voice culture, the class for beginners being duplicated under the assistant, and an advanced class being taught throughout the year by the head of the department. A request from twenty-five students for a third class was denied for want of assistance. Within four years the voice culture classes have grown from a membership of less than a dozen to an enrollment this year of 117.

Professional Work: The class in methods of teaching music was conducted during the second semester, and numbered 66, a considerable gain over last year. Great interest was manifested on the part of the members; and the desire to become thoroughly pre-

pared to do this work well seems stronger than ever. It is evident that music must be taught largely by the regular teachers. This is obviously best for a majority of the elementary schools. The department is well equipped to give, and does give all the preparation which is necessary for special teachers of either elementary or higher classes.

The department has directed the work in the Training school throughout the year, meeting the eighth grade daily for one period, and giving one hour a day to teaching and supervision in other grades. Steady improvement has been made in quality of tone, articulation, pronunciation, and sight reading. But there is much more that should be done, and it is hoped that another hour a day may be set apart to this work.

The kindergarten music, a course of ten weeks, has attracted a good class, and led to a careful study of the child voice in both singing and speaking.

The Normal Choir has been larger and better than usual, enrolling 165. Over thirty members joined the conductors' class, and were given special instruction in conducting choruses, classes, and choirs.

Equipments: The great need of the school is better accommodation in the way of buildings. The present structure is inadequate in room, in arrangement, and in comfort. It is hoped something may be done at the proper time to give the music department a new building with rooms and instruments commensurate with its service and its needs.

DEPARTMENT OF MATHEMATICS.

DAVID EUGENE SMITH.
Lambert L. Jackson.
Ada A. Norton.
Emma C. Ackermann.
Martha M. Warner.

The following courses are offered by the department, the prescribed subjects being named in italics:

I.	*Algebra* II,	20 weeks.
II.	Algebra III,	20 "
III.	*Plane Geometry*,	20 "
IV.	*Solid Geometry*,	20 "
V.	Higher Algebra,	20 "
VI.	*Teachers' Course in Arithmetic*,	10 "
VII.	Trigonometry,	10 "
VIII.	Surveying,	10 "
IX.	History of Mathematics,	10 "
X.	Method in Geometry,	10 "
XI.	Method in Algebra,	10 "
XII.	Analytic Geometry and Calculus,	20 "

Changes in the Course: One new course has been added since the last conspectus was published, consisting of ten weeks of daily recitation in the history of mathematics, and covering in a fairly complete way the most prominent periods in both the development of the elementary part of the science itself, and the methods of teaching it.

In the elementary classes the experiment made for the past two years in grafting modern geometric methods on a sequence of theorems not unlike that in the common texts, has culminated in a new work which aims to present to students something besides the dry facts of the subject. Methods of attack, the modern notions of duality, reciprocity, similarity, etc., are received with ease and relish and have brought new interest to the subject. Particular attention has been given to neatness of the work, both as to drawings and as

to written demonstrations. The tablet designed for this purpose has proved very helpful.

Electives and Sequences: Graduates from approved high schools, desiring to specialize in mathematics, are advised to pursue the following elective course:

1st Semester: Algebra III, which includes a teachers' review of the more difficult portions of elementary algebra.

2d Semester: Trigonometry (10 weeks); surveying (10 weeks). In this semester they may also elect method in algebra (10 weeks), method in geometry (10 weeks), or the history of mathematics (10 weeks). None of these presuppose Algebra III. Students may also elect higher algebra, which does presuppose Algebra III.

3d Semester: Analytic geometry and calculus, which presuppose trigonometry.

4th Semester: Advanced physics, which presupposes analytic geometry and calculus. In this semester, they may also elect method in algebra, method in geometry, the history of mathematics, and higher algebra.

Students intending to make a specialty of high school mathematics are urged to take as many of these electives as possible; and to secure a reading knowledge of German at least, and French if practicable. It is earnestly recommended that a post graduate course, leading to a degree, be taken by all who can arrange to do so, and who are ambitious for superior positions. By others than special students also, single electives may be chosen provided only the student has the requisite preparation.

The Work of the Year: All of the courses specified in the last Year Book have been given, with a large increase in the number of students taking elective work. 21 classes were regularly carried through the first semester and 21 the second; with an aggregate enrollment of about 1,000. Over 225 names were enrolled in the various elective classes during the year. In addition to these the department was charged with introducing and directing the instruction of elementary geometry in the grammar grades.

Professional Courses: The method work in arithmetic is hereafter to be combined with the review of the subject, and while the time allowed is short, the plan promises to be most satisfactory. Typical portions of grammar school arithmetic will be taken up and presented as they might be presented to a class in the grades, but with problems suited to the students in hand. It is designed to do the same for typical high school subjects; to give lectures on primary arithmetic; to discuss the reasons for teaching or not teaching certain subjects in the text-books; and to look at the whole field from the higher standpoint of a teacher, drawing at will upon algebra and geometry for assistance.

For the current year the method work in arithmetic occupied ten weeks, and comprised both lectures and class discussions, together with individual assignments. The two semesters enrolled about 275 students. These have all had individual library work on special topics related to the teaching or the theory of arithmetic, the results being embodied in papers submitted at the close of the course. The effort has been made to investigate the conditions under which various chapters and methods have come into the arithmetics, their present status, and the question of their improvement. Among the topics assigned and upon which reports of a high character have been submitted, are, exchange, alligation, compound proportion, the various methods of multiplication and division, the teaching of the calendar, the notation of our present arithmetics, series, longitude and time, taxes, interest, etc. To students of French and German special work has been assigned, usually of a pedagogical character, not for the purpose of making translations, but that some topic might be worked out in these languages. Papers have been presented on the various methods that have been advocated from Busse's time to our own.

In the advanced method classes the aim is quite similar. Typical portions of the subject are taken up. If new enough to be suited to such purpose, they are actually taught, much as they might

be taught in a high school. In this way an exposition of method is given; additional knowledge of subject matter is acquired; and students are set to teaching, but always on such subjects as shall make the teaching real. The effort is constantly made to show the interesting side of mathematics; and to accustom students to a wide use of standard books.

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE.

FLORUS A. BARBOUR.
Lois A. McMahon.
Abbie Pearce.
Hiram W. Miller.
Chloe N. Daniels.
Sereno B. Clark.

The department offers the following courses. The three semesters of prescribed English are indicated below by italics:

I.	*Rhetoric*,	20 weeks.
II.	*English Literature*,	20 "
III.	Advanced English Literature,	10 "
IV.	Reading,	10 "
V.	Teachers' Course in Grammar,	10 "
VI.	Old and Middle English,	20 "
VII.	*American Literature*,	20 "
VIII.	English Masterpieces,	20 "
IX.	Advanced Rhetoric,	20 "

Electives and Sequences: Rhetoric should precede the study of literature; and both rhetoric and English literature, or an equivalent linguistic culture, should precede the teachers' course in grammar. It is difficult to draw the line sharply here, as also between English and American literature. Not infrequently students have not had the former, but have had from three to five years of study

in foreign languages. The department is always ready to give consideration to individual cases, especially as such students have usually taken a written examination upon entrance. Among electives, Old English should precede masterpieces. But as Latin, Greek, German, and French are all elective studies, it seems best to admit to masterpieces any student of adequate literary and linguistic culture. Individual needs will be consulted.

High school graduates desiring to elect professional work in literature are recommended especially to the semester's work in the study of American authors. It should be added perhaps, that the three semesters, American Literature, Old English and Masterpieces, embrace a reasonably complete and progressive course of professional instruction.

The Work of the Year: In rhetoric little stress is laid upon the mastery of rules from a text book for oral recitation. Much time is given to the discussion of the elementary principles of style, and especial stress is laid upon the application of those principles to written composition and to oral recitation. In connection with written essays, reading in the general library is assigned to each student. The time to be devoted to formal rhetoric in the secondary schools, and the relation of rhetoric to literature are also considered. Indeed in the elaboration of such points as the above, this course in rhetoric is professional; that is practically adapted to those who are pursuing the subject with a view to teaching. In the courses leading to the degree of B.Pd., advanced rhetoric is offered. While Genung's Practical Rhetoric, and Rhetorical Analysis form the basis of the study, they are supplemented by lectures upon the principles and philosophy of style, and by a seminary course of reading.

The full course in literature extends through four semesters. An entire semester is devoted to each of the following subjects, (1) English Literature; (2) Old and Middle English; (3) American Literature, and (4) Masterpieces. There is also offered during the second semester a ten weeks' course in Advanced English Literature, the selections varying from year to year. In Old English the class

complete Sweet's Anglo-Saxon Primer, and preserve notes of a short course of lectures on the history of the English language. In the masterpiece study, two months are given to the critical study of selections from the Canterbury Tales. The pronunciation and versification of Chaucer receives special attention; and each student prepares a literary critique upon the Prologue. A single play of Shakespeare also is studied with special reference to its dramatic construction. A brief study of Wordsworth or Tennyson is followed by two great types of prose style: DeQuincy's Opium Eater, and Chapters from Carlyle's Sartor Resartus.

In American literature a department library of nearly 300 volumes affords a unique opportunity for pedagogic instruction. Each student is supplied with a cabinet edition of the different American poets, also with special selections of American prose. In poetry he is not limited to the small classics. The future teacher makes his own annotations, is forced into the general library to trace out allusions, spends some time upon each author according to his own choice, and finally stands before the class, volume in hand, to criticise some poem of his own selection. Since American classics are so generally taught in the grammar grades of our system as well as in the high schools, it is the purpose of the department to make this course especially valuable from a pedagogical standpoint. Two leading purposes are kept in mind: (1) That the extent and variety of reading afford opportunity for acquaintance with the literary characteristics of at least ten leading American authors; (2) that model lessons be given in teaching such short selections as Bryant's Thanatopsis, and Lowell's Sir Launfal.

After such instruction, students are required to write essays in original criticism upon poems or prose selections of which they have made an especial study. In connection with each author also, the library bulletin board is furnished with a brief bibliography of the best books and magazine articles for reference. From fifty to seventy-five students pursue this course each year with the head of the department, and the purpose in the future even more than in

the past will be to make it a fruitful preparation for teaching classics in the public schools.

The underlying ideas and methods which animate the instruction in literature may be briefly summarized as follows:

(1) The department keeps steadily in mind the purpose of teaching the student "how to read." In all selections an effort is made to guide the student critically and sympathetically into the thought and feeling of a literary masterpiece, to enable him to think with the mastermind, and to follow out his process of developing the theme. The educative value of thus following the mental processes of great minds can scarcely be overestimated.

(2) As an aid and instrument in such critical study short lectures are given upon the philosophy of style, and the knowledge of elementary rhetoric is drawn upon and enlarged.

(3) The reading is constantly accompanied by practice in composition; short reports of library work being gradually increased to written theses of considerable length, testing the student's power to express his thoughts with something of grace and ease as well as clearness.

(4) The history of literature, after the briefest outline, is taught in connection with the study of representative authors of different periods. The influence of the writer upon the development of the English language and literature, the reaction upon his own mind, of his enviromnent, his studies, etc., are taught in connection with masterpieces which are typical of the different literary periods.

The Professional Course: Since the instruction in American literature is somewhat systematically given a professional character, all students purposing to teach literature are advised to elect this course, if possible.

To facilitate opportunity for so doing, the subject, although scheduled in the second semester of the senior year, may be taken at any time after English literature is completed, and a class will be formed during the first semester for the accommodation of those who may not be able to elect it as regularly scheduled.

DEPARTMENT OF GERMAN AND FRENCH.

AUGUST LODEMAN.
Annie A. Paton.

The following courses in German covering four years of study are offered by the department. They are all elective as is the work in French. German I and II is regarded as preparatory work, and gives no credit on the records of the school.

I. GERMAN I. FIRST SEMESTER, (preparatory).
Oral and written exercises in elementary grammar and reading. Text-books: Otis, Elementary German I; Whitney's German Reader (begun).

II. GERMAN II. SECOND SEMESTER, (preparatory).
Elementary grammar continued. Reading and translating. Text-books: Otis, Elementary German II; Whitney's German Reader (completed).

III. GERMAN III. THIRD SEMESTER.
Exercises on parts of speech and syntax of articles, nouns, and adjectives (once a week). Schiller, Wilhelm Tell (four times a week). Text-books: Brandt's Grammar with Lodeman's Exercises.

IV. GERMAN IV. FOURTH SEMESTER.
Exercises on syntax of pronouns, verbs, prepositions (once a week). Same text-books as in (III). Goethe, Hermann and Dorothea—Lessing, Mina von Barnhelm. Idioms and conversation with reading lessons.

V. GERMAN V. FIFTH SEMESTER.
Exercises on she syntax of sentences. (Third and fourth series.) Harris, prose composition (once a week). Goethe, Warheit und Dichtung (four books). Idioms, conversation.

VI. GERMAN VI. SIXTH SEMESTER.
Harris, prose composition (once a week). Buchheim, German lyrics. Du Bois-Reymond, German scientific selections. Idioms, conversation.

VII. GERMAN VII. SEVENTH SEMESTER.
Advanced prose composition, Buchheim (once a week). Scheffel, Der Trompeter von Saeckingen. Goethe, Iphigenie auf Tauris. Lessing, Emilia Galotti. Idioms, conversation.

VIII. GERMAN VIII. EIGHTH SEMESTER.
Prose composition (once a week). Freytag, Sall und Haben (In German, mainly). Idioms and conversation. Goethe, Faust.

FRENCH.

I. FRENCH I. FIRST SEMESTER.

Oral and written exercises in elementary grammar. Text-book, Van Daell, Introduction to the French Language (18 lessons.) Pompéry, Cequ 'on voit. Feuillet, Le Roman d'un jeune Homme pauvre.

II. FRENCH II. SECOND SEMESTER.

Grammar continued (twice a week). Van Daell.(completed). Feuillet, (completed). Daudet, Morceaux choisis. Idioms, conversation.

III. FRENCH III. THIRD SEMESTER.

Grammar continued (once a week). Herdler, scientific French. Bowen, French lyrics. Idioms, conversation.

IV. FRENCH IV. FOURTH SEMESTER.

Review of irregular verbs and syntax. Composition (twice a week) Michelet, La Prise de la Bastille. Mérimée, Chronique du regne de Charles IX. Corneille, Le Cid. Molière, Les Femmes savantes. Idioms, Conversation.

V. FRENCH, V. FIFTH SEMESTER.

French Letters of the XVII and XVIII centuries. Taine, Les origines de la France contemporaine. Idioms, conversation.

Electives and Sequences: It is evident that the earlier semesters of both languages must be taken in their order. In German the first four, and in French the first three semesters should be completed before more advanced work is undertaken. The studies of the following semesters are also most profitably pursued in the order given; though students who are well grounded in the elements of the language, may without serious disadvantage deviate somewhat from the above order. Such individual cases are determined upon consultation with the Principal and the head of the department. No credit will be given for less than a year of French, or two years of German. German I, II, III and IV when taken, entitle one to 40 weeks credit.

Students from other institutions are credited for such work as has been done in a satisfactory manner, and given advanced standing to correspond.

The Work of the Year: While the study of German and French grammar is pursued as a means to an end, not as an end in

itself, a thorough knowledge of all essentials and readiness in the application of principles are insisted upon. The oral use of the languages is deemed very important, mainly for pedagogical reasons, as an aid to the acquisition of a foreign tongue, and as a requisite for an appreciative study of its literature.

Professional Course: The method course of ten weeks involves a discussion of various methods of teaching modern languages, upon the basis of a text by that title, published by D. C. Heath & Co.; and of other publications upon the same subject, in periodicals and special works. Particular methods are examined with respect to their practical and psychological value. The class also study parts of Behaghel's "Die deutsche Sprache." Besides this, a brief course in French (pronunciation, rudiments of grammar, and introduction to reading) is given for the benefit of students of German, whose course does not include French. It has been found that advanced language students can derive considerable benefit from such a course, especially adapted to their needs, and pursued by them with that intelligent industry to which they have become accustomed in their previous work. For teachers of German some knowledge of French is almost indispensable.

The professional side of the instruction aside from the distinctively professional course, is emphasized more strongly in the higher classes than in the lower. This is particularly the case in the composition classes, the translation from English into German or French offering frequent opportunities of discussing topics of difficulty to the learner and the young teacher in the class room. It is always the aim to discuss such questions on a psychological basis.

Sections of the first year class in German are, for a part of the time taught by members of the senior class, but under the immediate direction of a member of the faculty. Those who are preparing to teach German are assigned to this department for a share of their teaching. Of the present class, seven have taken a part of their practice teaching in these secondary classes.

Students who complete such courses fill successfully positions in the best high schools in the state.

DEPARTMENT OF LATIN AND GREEK LANGUAGES.

B. L. D'OOGE.
Helen B. Muir.
Sereno B. Clark.

The following courses are offered. The equivalent of one year of Latin is required as a preparation for the regular course. This includes Latin I and II. The work is all elective.

LATIN COURSES.

I. Beginners' Latin,	20 weeks.
II. Beginners' Latin,	20 "
III. Viri Romae,	20 "
IV. Cæsar,	20 "
V. Cicero,	20 "
VI. Ovid, with mythology and scansion,	20 "
VII. Ovid,	20 "
VIII. Vergil,	20 "
IX. Livy: books XXI and XXII,	20 "
X. Horace,	20 "
XI. Selections,	20 "
XII. Terence and Plautus,	20 "
XIII. Sight Reading,	10 "
XIV. Latin Writing,	10 "
XV. Classical Literature,	5 "
XVI. Classical Methods,	5 "

GREEK COURSES.

I. Beginners' Greek,	20 weeks.
II. Anabasis, and Composition,	20 "
III. Anabasis, and Composition,	20 "
IV. Iliad,	20 "
V. Odyssey,	20 "
VI. Lysias,	20 "

Changes in the Course: As modifying the kind and amount of work which may in the future be undertaken by the department, the introduction of Latin into the eighth grade of the Training School

becomes important. This step has long been contemplated, and we are glad to report upon the success of the experiment. No difficulty has been found in arranging for it. Time has been gained from some of the other branches and used here to advantage. The result has been a quickening of interest on the part of pupils in their school wook, improved behavior and attention, and a greater desire to continue school work. As a further result, better Latin scholarship and a keener appreciation of its literature may be confidently expected.

Another item of interest is the introduction of easier Latin for a portion of Cæsar. This is without doubt a great improvement. Students acquire more power to read Latin than under the old regime.

Electives and Sequences: While the beginners' course in Latin may be taken here, it is really a preparatory subject, and students are urged to come prepared with at least one year of Latin. The subject must be continued at least two years to be counted as a credit upon the books of the Normal School. The first two years of study in Latin bring therefore but one year of credit. Students who are looking forward to teaching should take substantially all that is offered by the department. The margin between what one knows and what one is to teach can never be too wide. Of special importance are the courses in sight reading, Latin writing, and classical literature and methods. The first of these is open to such only as have had at least three years of Latin. It continues but ten weeks and is designed to give the principles underlying the structure of the Latin sentence, so that the peculiarities of order will become thoroughly familiar, and progress in reading easier and more rapid. This opens the door to that wide acquaintance with Roman literature so necessary to the inspiring teacher.

The course in Latin writing is proving popular, and justly so. It is open to such only as have had at least four years of the language. Few teachers have that confidence and freedom in the use

of Latin which alone can make them successful and enthusiastic in teaching Latin composition. The course is designed to meet this weak point. It affords constant drill in the translation of connected English into idiomatic Latin, together with a review of syntax, and a special study of the idioms of Cæsar and Cicero.

All who expect to teach Latin are required to take the course in classical literature and methods.

No student may take up Greek who has not had at least one year of Latin. It is so important an adjunct to Latin that all who are preparing to teach the latter are urged to take at least one year of Greek. A fair reading knowledge can be obtained in that time. The school offers four years of Greek or the equivalent of the requirement in this subject for a Bachelor's degree in our best colleges.

Professional Courses: The work in methods is given mainly by lectures, presenting: (1) a brief history of the Latin language and its relation to other languages; (2) a survey of the methods used in the best schools from the middle ages to the present time; (3) the subjects of pronunciation, quantity, inflection, and difficult points in syntax; (4) a general bibliography and a consideration of the best text-books.

Students preparing to teach are given practice for twenty weeks in the eighth grade or in preparatory classes. The teaching is done under the supervision of the department and aims to put knowledge previously gained to the severest test.

It will be noticed that these courses carry the student well beyond the probable limit of his future teaching. Moreover he is trained in the adaptation of the best methods of teaching the ancient languages to secondary classes, through critically directed practice teaching.

Summarizing, the several courses and methods have for their aim:

(1) Complete and absolute familiarity with formal grammar and syntax.

(2) The ability to read the original with correctness and expression.

(3) The power of translation into grammatical and idiomatic English.

(4) The ready use of the language in translating into Latin or Greek, connected English prose.

(5) The command of a large and varied vocabulary resulting from extensive reading in many authors.

(6) The ability to read at sight passages of ordinary difficulty.

(7) An acquaintance with the leading authorities on subjects of classical study.

(8) The culture to be derived from an earnest and long continued pursuit of what was best in the outward and inward life of the ancient world.

(9) A practical knowledge of the best methods and the best books to be used in presenting the different phases of the subject.

Equipments: The department has a well-equipped classical library of more than 200 volumes, representing standard authorities in both English and German. The facilities of this nature are abundant for all our purposes of study and investigation. Accessions to this library are being made regularly throughout the year. Strong emphasis is laid by the department upon collateral reading in connection with all classical authors. The resources of the library are fully taxed to meet the demands of everything that will elucidate the text. The work in mythology is conducted by means of a carefully prepared reading course, which serves to teach not only the myths of ancient Greece and Rome, but also to explain the presence of these myths in our modern literature.

The department is also well supplied with maps, charts and photographs of which constant use is made.

of Latin which alone can make them successful and enthusiastic in teaching Latin composition. The course is designed to meet this weak point. It affords constant drill in the translation of connected English into idiomatic Latin, together with a review of syntax, and a special study of the idioms of Cæsar and Cicero.

All who expect to teach Latin are required to take the course in classical literature and methods.

No student may take up Greek who has not had at least one year of Latin. It is so important an adjunct to Latin that all who are preparing to teach the latter are urged to take at least one year of Greek. A fair reading knowledge can be obtained in that time. The school offers four years of Greek or the equivalent of the requirement in this subject for a Bachelor's degree in our best colleges.

Professional Courses: The work in methods is given mainly by lectures, presenting: (1) a brief history of the Latin language and its relation to other languages; (2) a survey of the methods used in the best schools from the middle ages to the present time; (3) the subjects of pronunciation, quantity, inflection, and difficult points in syntax; (4) a general bibliography and a consideration of the best text-books.

Students preparing to teach are given practice for twelve weeks in the eighth grade or in preparatory classes. The teaching is done under the supervision of the department and aims to put knowledge previously gained to the severest test.

It will be noticed that these courses carry the student well beyond the probable limit of his future teaching. Moreover he is trained in the adaptation of the best methods of teaching the ancient languages to secondary classes, through critically directed practice teaching.

Summarizing, the several courses and methods have for their aim

(1) Complete and absolute familiarity with formal grammar and syntax.

German and French

(2) The ab... u read ... ...

3 The power ... ...

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DEPARTMENT OF PHYSICAL SCIENCE.

EDWIN A. STRONG.
Fred R. Gorton.
R. R. Putnam.

The following courses are offered by the department. The prescribed subjects are indicated by the use of italics:

I.	Elementary (Preparatory) Physics,	20 weeks.
II.	Course in Acoustics,	8 "
III.	*Physics I,*	20 "
IV.	*Physics II,*	20 "
V.	Laboratory Practice,	10 "
VI.	Advanced Physics,	20 "
VII.	Physical Technics,	10 "
VIII.	Chemistry I,	20 "
IX.	Chemistry II,	20 "
X.	Chemistry III,	20 "
XI.	General Astronomy,	20 "
XII.	Instrumental Astronomy,	10 "
XIII.	*Method in the Physical Sciences,*	10 "

Changes in the Course: Among the new courses in this department is that in acoustics. It is an eight weeks' course, and is designed to meet the wants of conservatory students and others who desire to make a study of the physical basis of music. The course in physical laboratory practice heretofore prescribed has been transferred to the elective list. It was originally organized because many of the schools in diploma relations with us which devote a full year to physics have yet but little apparatus, and their graduates felt the need of a practical course in this subject; and partly because it furnished an excellent review for those students who desired to get a stronger grasp of elementary physics before taking up advanced work. As an elective, the course will hereafter be strengthened by the selection of a higher class of experiments, by the addition of a lecture and quiz course, and by the exaction of a larger amount of

time in the laboratory. Instead of having many classes (usually sixteen in a year), and these crowded to overflowing, fewer classes are anticipated doing a larger amount of work.

Heretofore one year has been given to chemistry. This has been expanded to cover three semesters—chemistry I, II, and III—a change which has been demanded for a year or two by the conditions of the school. Formerly students elected this subject chiefly because they had acquired some liking for it from a course in some high school. Accordingly it was possible with rapid work to complete a good book in general chemistry in one semester. Now it is frequently elected by those who have had no previous work in the subject. Hence an entire year is given to general chemistry. The course in method in the physical sciences, heretofore elective, is now to be included among the prescribed subjects in place of physical laboratory practice. This course, or a similar course in nature study, will be required of all candidates for graduation.

Electives and Sequences: Of the work in this department, courses III and IV are prescribed. Course XIII must be taken or the corresponding course (XIII) in the department of natural sciences. All others are elective. The two semesters of prescribed physics follow algebra and geometry and precede physical laboratory practice, the teachers' review of physics, and advanced physics. Logically trigonometry should be a condition for entering upon this work; but as this sequence is insisted on in few schools in this country, we adopt the usual expedient of teaching the graphical method of solving such problems as are best solved by trigonometry. Indeed this method has a value of its own independent of trigonometric solutions.

The course in laboratory practice presupposes a year of approved work in physics, the completion of algebra and geometry, and such familiarity with laboratory appliances as is secured in the better high schools of the state. High school graduates who have not had a somewhat effective laboratory training will need to take course III

or IV before entering upon this. Advanced physics and physical technics together complete a brief course of preparation for the position of special teacher of the physical sciences in secondary schools. The conditions for entering the former, which must precede course VII, are courses III, IV and V, above, and mathematics through trigonometry and the calculus. A brief course in advanced laboratory practice is given with this subject. The physical portion of course VII may be taken by those who have had courses III, IV and V; the chemical portion by those who have had courses III, IV, V, VIII and IX. Chemistry I and II presupposes courses III and IV, and calls for a certain amount of laboratory work but no "analysis" or "determination of unknowns."

The course in general astronomy builds upon algebra, geometry and physics and follows these subjects; that in instrumental astronomy upon geometry and trigonometry, and courses III IV and XI, above.

The Work of the Year: Except the course in instrumental astronomy (XII), all the work offered has been given at some time during the year. The department has been over-run with students; and a considerable number in both semesters were refused admission for lack of accommodations or too little assistance.

Course I.—Elementary Physics. Two classes have been taught in this subject during the year, one each semester, each receiving a daily lesson for twenty weeks. The course demands no mathematics beyond arithmetic. The work of an ordinary text-book in physics was completed, supplemented by such problems and exercises as were suited to the advancement of ninth grade pupils. The classes were somewhat heterogeneous, consisting of pupils who had had little work beyond that of a grammar school, of high school graduates who had passed over this ground with but little experimental work, and of those who were pursuing the subject with reference to a first-grade certificate.

Course II. The work in this course was given during the year,

in the form of daily demonstrations, lectures, and quiz, for eight weeks, with a final written examination. No text-book was used.

Course III. In this subject four classes have been taught during the year, two each semester. The subjects dynamics and heat, were completed, with special reference to the states and properties of matter and the nature, transformations and measurement of energy. These topics were illustrated with great fullness experimentally, and many practical exercises involving energy-relations, solved. Thu doctrines of momentum, of moment about a point, and of the parallelogram, triangle, and polygon of forces, were treated with fullness, and, as far as is possible without trigonometry, in their most general form. The equation was freely used as well as the more important truths of plane and solid geometry. Much attention was also given to the graphical method of recording data. The students' laboratory practice was taken, as usual, partly during the class hour and partly in the afternoon. The tables are equipped with the usual apparatus, including scales, verniers, etc.; a good balance turning easily with one mg., and a good set of weights; and full sets of burettes, measuring cylinders, picnometers, etc. Work was also done at the tables in capillarity, elasticity, thermometry, calorimetry, etc. To accommodate itself to this work the recitation room is fitted with students' tables, at which twenty pupils can work at the same time. The students' laboratory work of this course is carried forward on the "collective" plan—i. e., all pupils work at once at the same exercise.

Course IV. In this course four classes were taught during the year, two each semester. A daily lesson was given, with additional laboratory work, completing the subjects sound, electricity and light. With many pupils this course is continuous with the preceding; others, by election or assignment, take it, who have had incomplete work or little demonstration in these subjects. In general, however, during the past year, pupils who have had simply a time-credit of twenty weeks upon the general subject have been assigned to physics I, unless some reason to the contrary appeared.

DEPARTMENT OF NATURAL SCIENCES.

WILL H. SHERZER.
William D. Cramer.
Anna A. Schryver.

The work of this department embraces botany, zoölogy, physiology and geology, sciences observational in character, as distinguished from the experimental sciences of physics and chemistry, and dealing for the most part with organized matter. The following courses are offered:

I.	Preparatory Physiology,	20 weeks.
II.	Structural Botany,	10 "
III.	Systematic Botany,	10 "
IV.	Advanced Systematic Botany,	10 "
V.	Invertebrate Zoölogy,	20 "
VI.	Vertebrate Zoölogy,	20 "
VII.	Biological Technique,	10 "
VIII.	Teachers' Course in Physiology,	10 "
IX.	Physiological Demonstration,	10 "
X.	Dynamical Geology,	10 "
XI.	Lithological Geology,	10 "
XII.	Historical Geology,	10 "
XIII.	Nature Study,	10 "

Changes in the Course: Two new courses have been added, and another restored which had been temporarily dropped.

A course in vertebrate zoölogy is now offered to supplement and follow that of invertebrate zoölogy. It occupies one semester, and deals with fishes, amphibians and reptiles, birds and mammals; a type of each being dissected in the laboratory.

The course in physiological demonstration now reinstated aims to carry the prospective teacher of physiology, through a course of individual experiment and class demonstration upon the lower animals, with a view of supplementing and illustrating the regular

t. The laboratory work covers bone, muscle, blood, the circula-
n, respiration, digestion, nerve, and the special senses.

Finally, a new course to be known as nature study, or method
natural science, has grown out of the work done by the depart-
nt in elementary science in the Training School. This will be
nd explained under professional courses, on another page.

Electives and Sequences: Excepting twenty weeks of botany,
e work of the department is all elective. The botanies follow
e another in the order named above. Advanced systematic and
ryptogamic botany may be carried at the same time. Of the two
emesters of zoölogy, the course on invertebrates precedes. Both
should follow the required semester in botany. The course in
biological technique presupposes elementary work at least, in physi-
ology, botany, and zoölogy. For the course in historical geology,
elementary work in botany and zoölogy is required, and some-
thing of both chemistry and physics is necessary for the lithological
and dynamical.

The sequences of the department are indicated graphically by the subjoined scheme, which pupils are urged to follow as far as possible. This is especially recommended to those who elect the work of this department for their specialty. An elementary knowledge of physics and chemistry is desirable for all the courses.

RECOMMENDED ORDER OF COURSES.

Structural Botany.
Systematic Botany.
Advanced Botany.
Invertebrate Zoölogy.
Vertebrate Zoölogy.

Physiology Review.	Lithological Geology.
Physiological Demonstration.	Dynamical Geology.
Biological Technique.	Historical Geology.

Method in Natural Science.
Practice Teaching.

It will be seen that one line of electives from the department may include the botany, zoölogy, geology and method—130 weeks;

another might be made up of the botany, zoölogy, physiology and method—130 weeks. The work of the entire department (160 weeks) may be elected; or partial courses of three or more semesters under the advice of the department and the Principal of the school.

The Work of the Year: The study of texts is subordinated as far as possible to work upon the material itself. The courses are all planned to meet the needs of pupils considered as students and as prospective teachers. From those who come fully within its influence, the department endeavors to secure the following results:

(1) The training of the senses, particularly the eye, in close accurate observation.

(2) The preparation of written records of observations in clear, accurate, concise language, supplemented with truthful delineation of the same by means of drawings.

(3) Logical reasoning upon these observations, the deduction of truth and generalization.

(4) The acquisition of knowledge, academic and professional.

(5) A clear conception of the function of the natural sciences in the public school curriculum. The practical application of the principles of concentration and correlation so far as these sciences are concerned.

(6) The skilful manipulation of apparatus, the use of scientific methods in obtaining knowledge, either from nature direct, or from books; and hence the ability to carry on independent investigation.

(7) A love for scientific truth.

In structural botany the aim has been to furnish a practical knowledge of structure and histology, as a basis for the clear understanding of plant physiology. The handling of the compound microscope and its accessories, with intelligence and some degree of skill is taught. During the year a detailed study has been made of the bean, pea, castor bean, corn, and pine seeds, followed by a variety of simple experiments in germination, for the purpose of discovering the nature of the process and the conditions under

which it can take place. Tissues of the apple and corn stems were worked out; the structure of the root determined from the onion, wheat and mustard; and that of the leaf from a study of moss, begonia and hyacinth. This laboratory work was supplemented with lectures, quizzes, and general experiments upon protoplasm and in plant physiology. The work in systematic botany is concerned mainly with a study of types, classification through relationships and special morphology. The entire kingdom is surveyed, but especial emphasis is laid upon the flowering plants, and upon the principles and methods of their identification, collection and preservation for the herbarium and museum. Both of these courses are required of all who are looking forward to a certificate or diploma. A ten weeks' advanced course in systematic botany is given in the fall including special studies in morphology, fertilization, protection, distribution and plant economy, to be assigned and reported upon; and a study of the common shade and forest trees.

The elementary course in zoölogy presupposes the structural botany, not only for the information obtained, but for the acquaintance with laboratory methods, and skill in the use of the microscope. During the year, the following invertebrates were selected as types, and studied in the laboratory as fully as time and facilities permitted: amœba, paramœcium, vorticella, sponge, hydra, sea-anemone, starfish, mussel, lobster, and grasshopper. Related forms were briefly studied for comparison with these types, and all bound together with a simple classification. Class notes were given upon the more difficult points of anatomy, upon physiology and development, and reading references assigned. It is believed that the needs of the public schools may be better served by making the work more general, and covering a larger number of forms; so that in the fall of 1896, several mollusks and a variety of insects suitable for elementary school use, will be introduced. These will be studied with reference to their structure, protection, life habits, development, adaptation to environment, and relation to man.

The course in biological technique is intended to train teachers in the collection and preparation of zoölogical and botanical material for purposes of study and illustration. A box of 25 microscopic mounts is prepared, covering hard and soft tissues, dry objects, blood mounts, teased preparations, etc. Instruction is given in cleaning and articulating parts of skeletons, and in skinning and mounting birds. Casts and wall charts are made, and museum specimens prepared to show structure and development. A limited amount of field work is done in collecting biological material, and in caring for it in the laboratory or school room.

Course X in geology includes mineralogy, and practical work in the study of minerals and rocks, supplemented with reading, lectures, and recitations. Blowpipe methods and chemical manipulation are taught. About sixty minerals, and all the common rocks are studied. Individual collections are made from the field, identified and catalogued. Course XI, dynamical geology, considers the forces and agencies that have determined the character of the earth's surface, and which are still at work modifying it. It is found to form a valuable adjunct of geography. The work consists of recitations, lectures, reading, class experiments and field excursions. It is taken up under the following heads: atmospheric, aqueous, igneous and organic agencies; the basis both in this course and that on historical geology, being Le Conte's Compend of Geology. This latter, by means of both class-room and laboratory work, comprises a study of the evolution of the earth and its inhabitants. Beginning with the nebular hypothesis, the "geological column" is taken up in order and brought down to the historic period. The character of the rocks is studied, their thickness, home and foreign localities, their teachings, economic products and forms of life. Especial attention is given to the geology of our own state, the outcroppings of the strata, and their economic importance. A state geological map is prepared by each pupil.

Professional Courses: The teachers' review of physiology, pre-

practical biological work. A set of wooden, zinc-li
large plate-glass aquarium permit the storing of fr
The room is supplied with its departmental lil
volumes. The zoölogical lecture room contains
collection for systematic work, supplemented
models. Worthy of special mention is a cabi
from the M. A. C., recently enriched by a colle
domestic butterflies, gifts of Mr. Samuel Po
Boone, of Ypsilanti; fishes and invertebrat
Smithsonian Institution and Museum of Co
large and growing Michigan bird collection; (
and skins, the gift of Mrs. E. E. Baxter of
osteological preparations fully illustrating al

The herbarium contains about 3,500
plants from various sections of the Unit
Some 2,000 native Corean plants are en ro
fully secured for the school from a medi
M. B. Sill, U. S. minister to Corea, and
school. These will be accompanied by a
was prepared by Minister Sill himself.

In geology also, by means of pu
department has gotten together good
erals, rocks and fossils. The Drift of
of the common minerals, and with the e
rocks also in abundance, along with
practical work in the laboratory, bul
the dealers. A valuable collection of
was presented to the school in 1890,
A systematic series of rocks and
geological horizons, is used in hist
Smithsonian kindly deposited with
casts of typical stone implements
structure, geyser and glacial phen
tion of handsome photographs.

In the biological laboratory there has been fitted up for blow-pipe work a hard-wood table with accommodations for ten in a section. With a petrographic microscope, a case of reagents, water, gas and the incidental instruments and appliances required for practical work there is little further in this line to be desired.

The library contains, besides the principal popular works, all the important texts now in English, many of the desirable manuals and reference books, and numerous reports and monographs of the State and Government Geological Surveys.

DEPARTMENT OF DRAWING AND GEOGRAPHY.

CHARLES T. McFARLANE.
Hilda Lodeman.
Eloise C. Whitney.
A. Dwight Kennedy.

The following courses are offered by the department in the two subjects. Prescribed subjects are indicated by italics:

I.	*Elementary Drawing,*	20 weeks.
II.	Advanced Drawing,	20 "
III.	Blackboard Sketching,	10 "
IV.	Advanced Blackboard Sketching,	10 "
V.	Sketching from Life,	20 "
VI.	*Method in Drawing,*	10 "
VII.	Preparatory Geography,	20 "
VIII.	Physical Geography,	20 "
IX.	*Teachers' Course in Geography,*	10 "
X.	Universal Geography,	20 "
XI.	Geographical Material,	20 "

Changes in the Course: The only respects in which the courses in this department are to be modified are (1) in making permanent the course in universal geography; (2) the ten weeks' course in advanced blackboard sketching; (3) a rearrangement of the method work elsewhere, and (4) the introduction of a text-book course in Physical Geography.

Electives and Sequences: The two drawing courses follow in the order numbered. Students taking blackboard sketching must have completed course I or its equivalent, and are recommended to finish both courses I and II before taking this. Sketching from life presupposes courses I and II, or their equivalent. The courses in geography follow in the order given. The teachers' review presupposes physics I, or its equivalent.

The Work of the Year: In elementary drawing substantially the same line of work has been followed as in former years. There has been, however, an increase in the number of original or home drawings required, a hundred per cent. The class work has been done in pencil from models, casts and objects, the drawings being first worked out roughly and on a large scale. After inspection and criticism, the student is required to make in his regular drawing book another drawing of the same group, but on a smaller scale. These books are examined, criticised and corrections indicated. The original drawings are made at home and without assistance. Objects and groups suited to the attainments of students are suggested, so that there need be no discouragement or loss coming from misdirected effort. By means of notes, library references, and pictures for critical study, the students taking this course have been given an insight into the history of mediæval and modern art.

The advanced course in drawing, like the elementary, deals with models, casts and objects, and differs from that chiefly in the difficulty of the groups and casts drawn, and in the use of crayon and charcoal, instead of the pencil. The use of charcoal was introduced earlier in the course than heretofore, and with gratifying success. It is proposed to use it, another year, almost exclusively. In this course also outside work is required.

The course in blackboard sketching is elective; yet the number of students who join the classes is constantly increasing. Originally organized as a ten weeks' class twice a year, and with a dozen to twenty students, it has, during the last year, been given every quarter;

with two sections, the second and third quarters, and three sections for the fourth. In this work it is required that students spend one period daily at the board under the direction of the teacher, and practice another period daily without supervision. It is designed to develop in the student the ability to draw accurately, quickly and freely, upon the board, in light and shade, and to aid them to apply the skill thus obtained to the illustration of other lessons. To this end all students taking this work are required to illustrate lessons in drawing, elementary science, reading, language, history, geography, etc., while doing their practice teaching in the grades.

The sketching from life occupies the hours from four to six in the afternoon, three times a week. In the winter season, life models were furnished by the class. When the weather has permitted, out-of-door work has been done. Students have been encouraged to select and use such of the different black-and-white materials—pen and ink, charcoal, and pencils—as seemed best adapted to the expression of the model.

The work in preparatory geography is designed to fit students for the teachers' course, or to enable them to pass a second grade examination. The Longmans' school geography and atlas were used as the class texts. They were supplemented by abundant library references, and by wall maps, globes and pictures. A course in physical geography omitted for a time is now restored; and the more advanced course in universal geography has had such success for the year both in numbers and interest as to lead to its being permanently included among the courses of the department. This latter is a course of twenty weeks, treating of the universal aspect of geographical science, its own interrelations, and its relations to other subjects of study.

Professional Courses: The work in blackboard sketching is really professional although it does not appear formally among such courses. The distinctively professional course of this subject is the method in drawing (course VI). In a series of lessons covering

ten weeks, all of the standard systems are examined, and the students made familiar with them. The course consists further of a critical study of the pedagogical principles underlying instruction in form study and drawing, with an analysis of the various divisions of the subject, to determine their proportion in the school course, and their order of sequence. It is believed that the method material provided for inspection and use by the class is more complete than can be found in any other normal school in this country. It was prepared after plans furnished by, and largely under the personal supervision of the head of the department, and is adjusted to the work attempted in this school. It exhibits a complete working out, even to details, of all work, so far as it can be shown, required from a pupil in a nine years' course in drawing.

It is so arranged as to show:

(1) The work of each grade for the year.

(2) The development through nine years of any one division of the subject, as working drawings, or historic ornament, etc.

(3) In every year's work the natural outgrowth of each division of the subject from the preceding one and their mutual interdependence.

In geography the department maintains two professional courses, one prescribed, the teachers' course in geography, and the other elective, the handling of geographical material. In the latter, the material employed in geographical teaching is presented, investigated and discussed. The text-books in common use are considered in a purely professional way, in regard to: (1) accuracy of their maps and statements; (2) the value of the matter comprising the text; and the need of amplification, etc. The value of pictures of persons, places and things, the various classes of maps, and the sources of original material, are studied. Maps are moulded in sand, clay and putty; model lessons are made out, and apparatus constructed.

During the fourth five weeks of each semester a course in

method in geographical teaching has been given, including a detailed outline of a course in geography, for the ordinary graded school, and a setting forth of the claims of geography for a place among the sciences. Hereafter it is proposed to combine this course with that in what has been known as the teachers' review, giving ten weeks to both. In the new course students will require a thorough acquaintance with the principal geographical facts and phenomena, and will be held to a rapid survey of the main outlines of the science, the investigation of causes and effects among these phenomena, and their mutual dependencies, and the use of the subject as an instrument of culture.

Equipments: In a previous paragraph mention has been made of the method material in drawing, an extensive, painstaking and helpful collection of illustrative charts. Besides these, during the past year, a number of important additions have been made to the equipment in the way of models and casts. Taken all in all the department has a most satisfactory collection for elementary instruction.

In geography the facilities furnished students for a successful and intelligent prosecution of their work are excellent and reasonably complete. Prominent among them may be mentioned a valuable line of reference books in the library, to which constant additions are being made, a number of excellent maps published by the U. S. Coast Survey, the Kiepert, Supan, Haardt and the Bamberg physical maps, individual globes for the use of students, a complete set of releif models showing typical stages in earth sculpture, a large globe, and a Sweigert Tellurian.

DEPARTMENT OF PHYSICAL TRAINING.

WILBUR P. BOWEN.
Fannie Cheever Burton.

Six courses are offered by this department as follows:

I.	*Physical Culture* I, ...	20 weeks.
II.	*Physical Culture* II, ...	20 "
III.	Physical Culture III, ...	20 "
IV.	Physical Culture IV, ...	20 "
V.	*Teachers' Course in Physical Culture,* .	10 "
VI.	Applied Anatomy, ...	10 "

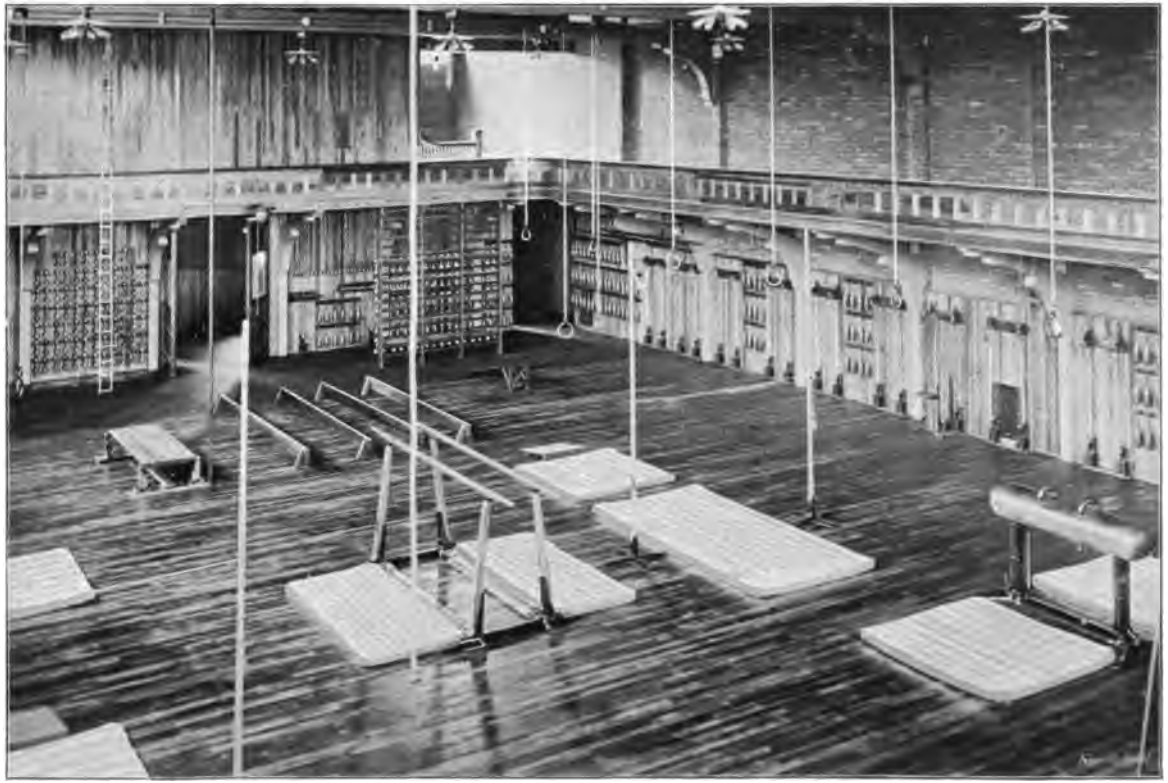
Courses I, II and V are required of all students whatever course they enter; of former students as well as new ones, who are candidates for certificate, diploma, or degree.

Electives and Sequences: Gymnastic practice includes physical training I, II, III and IV, forming a graded course of instruction and practice in the gymnasium, of two years. Courses I and II are required of all. The remaining courses are elective except the brief course of method. For courses III and IV extending through the year, a credit of ten weeks is given. Either of the professional courses should be preceded by at least one semester of gymnastic practice. The preferable sequence is as follows: (1) Gynmastic practice; (2) the teachers' course in method; (3) applied anatomy; (4) teaching. Applied anatomy, however, may precede method if necessary. Teaching in the gymnasium must be preceded by at least one year of gymnastic practice, and by the method course.

The Work of the Year: The following daily schedule for 1895–6, will indicate the kinds and frequency of exercises given:

Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
Phys. Train. I. Games	Swedish	Swedish	Bells, Clubs	Swedish
Phys. Train. II. Games	Swedish	Bells, Clubs	Swedish	Wands, Marching
Phys. Train. III Games	Swedish	Bells, Clubs, Wands	Swedish	Marching
Phys. Train. IV. Individ. Practice	Swedish	Bells, Clubs, Wands	Swedish	Individ. Practice

UNIV. OF MICH.



INTERIOR OF GYMNASIUM, MICHIGAN STATE NORMAL SCHOOL.

Besides the class exercises scheduled above, each student has special exercises assigned him for individual practice. This assignment is made in accordance with the student's strength and needs, as indicated by a physical examination; and the exercises are practised during the latter part of the class hour, four times a week. Whenever a student's physical condition is such as to render any part of his work injurious or unsafe, he is excused from the same during the period of such disability. When excused from practice students occupy seats in the gallery and are held responsible for an acquaintance with class work through observation. (Explanatory circular and blank certificate for physicians will be sent upon application.) All exercise is taken in regular gymnastic costume. Classes for men and women are entirely separate.

During the past year, there have been maintained thirteen classes in gymnastic practice, enrolling 485 pupils; of these 100 were in elective work.

Professional Courses: In addition to the course of practice above described, the department offers one year in the study and practice of physical training from the teachers' point of view, as follows:

(1) Method in Physical Training. This continues ten weeks, and includes the following topics: (a) The physiology of exercise; (b) gymnastic positions and movements; (c) arrangement, sequence and progression of exercises; (d) methods of teaching; (e) methods of training; (f) gymnastic games; (g) systems of physical training; and (h) the historical view of physical training.

(2) Applied Anatomy. This also is a ten weeks' course with the following outline: (a) Joint mechanisms; (b) movements and muscles; (c) analysis of exercises as to joints and muscles involved, leverage, etc.; (d) posture; (e) prescription of exercises.

(3) Teaching in the Gymnasium. A limited number of seniors can be accommodated, and may elect half of their practice teaching in the gymnasium, under the direct supervision of the regular teachers.

The objects of professional work in physical culture are, (a) to acquaint teachers with the principles of anatomy, physiology and pedagogy which underlie the teaching of physical training; (b) to show how these principles are applied in practical work; and (c) to help teachers to technical skill and correct habits in the use of commands, and in the correction of faulty postures and movements.

Equipment: Two pieces of apparatus for use in physical examinations have been added to the equipment during the year: A Kellogg Universal Dynamometer for strength tests; and a pantograph for recording the posture and dimensions of the body. During the examinations of 1896–7, Mrs. Burton will be assisted by Dr. Ellen Murray in making the medical tests.

DEPARTMENT OF PENMANSHIP AND BOOK-KEEPING.

P. R. CLEARY.

PENMANSHIP.

Pen-and-Ink Practice: Seven of the ten weeks allotted to this subject are given to practice with pen-and-ink in the acquirement of a free, easy style of writing for the student's own use, and to methods of teaching penmanship to pupils of graded and ungraded schools. Special attention is paid to materials, position, movement, and form.

Blackboard Practice: The remaining three weeks of the term are devoted to practice on the blackboard, attention being given especially to the position at the board and the manner of holding and using the crayon in making light and shaded strokes. Rapidity and legibility are the essential points aimed at.

BOOK-KEEPING.

This subject is taught entirely without text-book, the aim being to give to the student a knowledge of business as well as of accounts,

by actual practice in such transactions as most commonly come up in daily life, and at the same time so fix the principles in his mind that he can teach book-keeping with some degree of intelligence. The following is an outline of the work:

Upon being given a certain capital in school currency with which to do business, he is taught how to fill out a deposit ticket, which, with his currency, he takes to the teacher's desk, representing a bank, and makes his first deposit, receiving a pass book, with the amount to his credit, and a check book, by means of which he will make all payments during his continuance in business. He rents a desk from the teacher, paying the rent by check, which he is taught how to fill out. He then opens a set of books, making proper entries for his investment and desk rent, and establishes himself as a general merchant in the retail trade. He buys and sells goods on three, six and nine days' time, makes and receives payment by check or note, as the case may be; has notes discounted; becomes familiar with endorsements; takes off trial balances and statements; in short acquires a good general knowledge of double entry book-keeping and business transactions.

The Practice School.

In the original act establishing the Normal School, and fixing the duties of the State Board of Education, the legislature provided (see Howell's statutes, § 4976 e) that "said board shall provide all necessary courses of study to be pursued in the school, and *maintain in connection therewith a fully equipped training school as a school of observation and practice.*"

Upon the opening of school this provision of the law was at once observed. A training school was organized. For some years it seems to have been administered by a single teacher; being assisted by members of the faculty and the work of practice teachers. For twenty years it was known as the "model school." Prior to 1870, for a time, Miss C. A. Pomeroy was reported as "teacher in the experimental department." In the year named, Professor Daniel Putnam, before in charge of the natural sciences, was transferred to the department of "Professional Training," and made "Director of the Model School." In 1873, the name was changed to "Experimental School," and three years later to "Practice School." This name continued to be used through Professor Putnam's administration (to 1882). During this period, the list of assistants included, besides Miss Pomeroy, already mentioned, Miss Minerva B. Rorison, Miss Elizabeth I. Coates, Miss Anna J. Bignelle, Miss Lucy J. Coleman, and Miss Helen Post. Of all these, Miss Post had longest service, being connected with the elementary school from 1873 to the close of the school year 1884–5. For most of this time also the school had two regular instructors known as "Critic Teachers," one for the primary and one for the grammar grades. For a single year (1875–6) there were three such teachers.

In 1882, Professor Austin George who, since 1879, had been connected with the Normal School faculty as professor of English

language and literature, was elected to succeed Prof. Putnam as "Director of the Practice School." The name was soon changed to "School of Observation and Practice," and in 1884 to "Training School." For six years from 1884, Mr. Wm. H. Brooks was critic teacher in the grammar grades. In 1888 a kindergarten department was added to the system under Miss Mary Lockwood, who was succeeded in 1891 by Miss Maude E. Cannell. For four years Miss Nina Vanderwalker was critic teacher in the primary grades. Among other teachers during this period were Miss Abbie Pearce, subsequently transferred to the English department of the Normal School, Miss Ida Wall, and Miss Lillian Crawford.

In 1892 the Training school was entirely reorganized. The department had been growing in numbers, in effectiveness and in importance. It was seen by the Board of Education that to render the best service to student teachers, it must be better equipped, managed as a graded school, and, through closer classification and the larger number of sections, multiply the opportunities for both observation and practice. The kindergarten under Miss Cannell, and the first primary under Miss Crawford had already been used as schools for observation. It was decided by the Board of Education that the entire department should be organized to represent a fully equipped system including the eight elementary classes and the kindergarten. This was done, and with the opening of school in September, 1892, a trained teacher was put in charge of each grade. The board and the school were committed to the thought—progressive, pedagogically sound, and far-reaching in its consequences—that such a school should afford opportunities for not only practice under criticism, but for the critical observation of expert class teaching and school management. Pedagogically, such theory would seem to be sound. It has been shown to be practicable. That the intending teacher should acquire a clear notion of the educational process, and how it has worked out in the race, and how good teaching may help it on, and to have intelligently and

critically observed good teaching in the act, may still leave her without the skill of the teacher. One is never quite master of any situation who has not, in addition to the best understanding of its meaning and conditions, passed through the process of working it out to a purposed issue of one's own planning. The critical observation of skillful teaching can not be dispensed with, else the ideal is entirely lacking, or is vague and misleading; the effort to teach may not be omitted else the quality of skill is held at second hand only and gives little guarantee of success.

Logically, the careful, purposeful observation of skillful teaching should precede any attempt at teaching by the student; just as a study of the theory and conditions of education should precede its practice. Indeed such observation of carefully planned instruction is simply an extension of this study of educational theory. It means a better conception of the process which one is preparing to direct. It serves to make the effort intelligent.

One may begin teaching, as many persons have begun it, without any professional study; one may prepare himself through reading upon school management; one may confine his preparation to studying the methods and principles of instruction; his inquiry may have extended to the process of education as revealed in the history of culture; or he may have regarded the process of education in the light of all these means. Here is an ascending scale of professional training, whose insight at any stage would be greatly improved by seeing some real teaching, far-seeing and purposeful, in the act. It gives content to one's understanding. A bright, capable, resourceful teacher, handling a class in a rational way, will explain more than pages of pedagogical reading and days of lecturing, and more economically than weeks or months of bungling experiment. But the best teaching to be of service must be accompanied by ***intelligent*** observation, familiar with the plan and purpose of the lesson, questioning and alert. Such observation and such study only, can save practice teaching from being mere experiment and groping.

more or less followed for some years. More
the school since 1892, it has grown, in theory
determining factor in fixing the preparation of
whatever the doctrine in psychology, or educa-
history of culture, worked out in the pedagogy
and at sometime, somewhere in the course, in
the test in the school of observation and prac-
y and efficiency.

The Training School is an assistant in the depart-
In this department, one year is given to a study
its applications; a half year to educational science
culture; one year to the subject matter of the
as a means of education; and the equivalent of
vation and teaching in the Practice School. All
to the elective professional work in elementary and
es mentioned elsewhere. It is meant that this
ofessional learning shall unite in contributing to the
ence of the teacher in the school room. Whatever is
department it is sought to converge in the work of the
the class. Directly or indirectly it must all tell in
The work in the Practice School stands for nearly
the whole professional training.
week an illustrative lesson is given by some member of
School faculty. It is conducted upon a plan previously
and revised. Both the critic and practice teachers of
parent classes are present to observe and report upon the
the recitation. Subsequently a free and friendly but
ism of the exercise is opened to all observers. During the
each student teacher receives assignment to two grades,
ch room has charge for a longer or shorter time of each
For the most part each student's preferences are consulted
departments in which her training is to be taken. Primary
do their teaching wholly or chiefly in the lower grades;

grammar teachers, in the upper grades. Teachers preparing for high school positions, do a part of their practice in the higher elementary classes.

Once a week the supervisor of methods meets the critic teachers to confer concerning the kind and distribution of subject matter of the elementary course, the assignment of work for practice teachers, standards and principles of criticism and the conditions of observation, and the general good of the school.

Once a week also, the supervisor meets the entire body of practice teachers for general suggestion and instruction. For the most part these lessons grow out of the grade supervision, the criticism meetings and the work done in connection with the illustrative lessons. During the current year, the topics for discussion have included the following:

(1) Nature Study for Elementary Classes. (Sherzer.)
(2) Outline for Plant Study. (Schryver.)
(3) Physical Culture in Elementary Classes. (Bowen.)
(4) Penmanship in Elementary Classes. (Cleary.)
(5) Illustrative Lesson on Pines. (Schryver.)
(6) The Meaning of Correlation. (Principal Boone.)
(7) Discussion of Visit to Detroit Training School.
(8) Illustrative Lesson on "Daybreak." (Montgomery.)
(9) How to Observe. (Harris.)
(10) Correlation. (Harris.)
(11) The Art of Questioning. (Harris.)
(12) Influence of the Personality of the Teacher. (Harris.)
(13) Ideals. (Harris.)
(14) Child Study. (Harris.)
(15) Characteristics of the Ideal Lesson. (Harris.)
(16) Outline for Spring Studies. (Harris.)

To several of these topics two, and to a few, several lessons were given. The classes were large, 67 the first semester and 180 the second. Exercises are as informal as the numbers permit.

Two days in the week the practice teachers of each grade meet their critic teacher for conference touching their class work. One

evening each week is set apart for private and personal work by each critic teacher with her subordinates. These five weekly meetings, in which nothing is taken for granted, and where everything is brought to the test of impersonal criticism, and given a professional valuation, are among the most helpful exercises of the school course. It should be so. No other work of the school is more difficult to do well. No other well done, yields a larger per cent. of profit, in clear understanding not less than in skill. Teachers should in this department find their work of the previous years knit together and given its full professional content. It is the purpose of the institution that every one who goes forth with the school's certificate shall find it so.

A difficulty under which the school has labored has been incident to the large senior classes (candidates for practice teaching), and the crowded quarters of the school. The new building will correct the one. It is hoped that the abolition of the one year course may give relief in the other. During the first semester the class was easily handled. That finishing in June was over large for the needed practice.

For the year the distribution of students has been as follows, including both semesters:

To the Kindergarten,	14
To First Primary,	28
To Second Grade,	27
To Third Grade,	27
To Fourth Grade,	26
To Fifth Grade, To Sixth Grade,	56
To Seventh Grade, To Eighth Grade,	57
To Latin,	13
To German,	7
To Physical Culture,	6
To Physical Laboratory,	3
To Biological Laboratory,	5

All who taught in secondary classes taught in the elementary grades also. 74 had practice in primary grades only; 22 in the kindergarten and first primary; 93 in grammar grades only, and 43 in both grammar and primary grades. Because of the unusually large practice class during the second semester (180) the emphasis was naturally put upon the careful observation and reporting upon well conducted recitations, rather than upon teaching. It is not supposed that the one can take the place of the other, but the conditions were unfavorable and exacting. The observation has been found very profitable.

For the current year seven critic teachers have had charge of the nine elementary classes. The four primary classes and the kindergarten had one each; the fifth and sixth, seated in two rooms, were under the direction of one such teacher; the seventh and eighth, seated in one room, had one. The arrangement, however, was meant to be temporary only; and it is hoped that the policy of placing each class under the personal direction of an expert teacher may be again resumed.

About a year ago, the training school was made an organic part of the department of pedagogy; Professor George as the head of the school being given additional class work. Indeed his time for the year has been chiefly occupied with instruction in psychology, pedagogy and the history of education. At the same time Miss Ada Van Stone Harris, then director of the City Training School of Duluth, was employed to supervise the instruction in our own Practice School.

The course of instruction pursued has been, in general, the same as that for last year. To make the work in elementary science effective, additional supplementary reading matter was provided early in the year. Considerable laboratory instruction of a simple kind has been done also, in physics, something in chemistry, more in botany and zoölogy, and a beginning made in mineralogy. These laboratory lessons were mostly confined to the grammar grades; though the first hand study of natural objects and their

phenomena was carried throughout the entire school as the general plan requires.

In all this elementary work much assistance was received from members of the faculty. The effort has been continued to utilize in the Training School whatever teaching skill, or rich and familiar learning, or real pedagogical insights, which the several departments, or any of them, might have that could be of service.

Mrs. Burton has given one day in each two weeks to each room for floor exercises in physical culture with the children. This required no equipment, and involved such movements only as may be used in any school room. Dr. Smith, through his assistant, Miss Warner, and certain of his special students, has aided in making more effective the instruction in the rudiments of algebra, and constructive geometry in the grammar school. Professors Strong and Sherzer, the latter assisted by Miss Schryver, have given valuable suggestion and much positive direction in the arrangement of the science lessons, and their presentation by special students in their respective departments. In like manner the elementary instruction in geography has had the sanction and constant encouragement of Professor McFarlane. The blackboard sketching in grade work not less than in teachers' classes was entirely in charge of Professor McFarlane. During the second semester with an advanced class of eighth grade pupils, and upon the recommendation of their critic teacher and the supervisor of instruction, Latin was introduced, and was carefully observed by Professor D'Ooge, and taught under his direction. It was entirely successful. The penmanship also, during most of the year, was directed by Professor Cleary.

During the past year the traditional course of study has for the most part been adhered to. Some changes in both matter and form have been made. In the future certain others are contemplated incident to suggestions that have come from the work this year, in the various branches, with a view to adapting the course more fully to present needs.

The following is a brief statement of the work as carried out:

SCIENCE.

Without doubt it has been established that *science work* can be done in all grades from the first upward, without in any way encroaching upon the time of other studies.

The course planned has in a moderate way been followed, and in so far as possible according to the laboratory method. The subject can, in this way be studied to excellent advantage and furnish incidentally the means for number as well as language work, making the expressions more exact and correct than by much of the so-called language work of the children.

The elements of botany, zoölogy, physics, chemistry and mineralogy have been taught—an effort being made to adapt the topics to the season in the earlier years—emphasizing particularly in the plant and animal study, the thoughts of protection and care, of mutual dependence and mutual helpfulness. In the grammar grades, the work has been done almost entirely with reference to its value as a preparation for and aid in the study of geography.

Through science or nature study the child is brought to know *truth*—he gains a knowledge of the interdependence of natural phenomena and from it may be taught to know the inter-relations of man and nature, and personal duties.

HISTORY.

No distinct, well developed course in history has as yet found place in the course, although much historical material has been used. But with the opening of the year in September, 1896, the first steps of an integrated course will be begun in the lower grades to be followed by the successive steps as rapidly as possible. The details of the course will be worked out from the following principles:

The child's present as touching historical forms, must furnish the means by which to interpret the past. Two lines of work will, therefore, be carried forward, the study of the present and the study of the past. The study of the present will embrace the investigation of those typical forms which will give the child, in distinct

consciousness, the fundamental historical ideas of interdependence in society, of ownership, of law, of justice, of authority, of æsthetics. These forms will include both the fact forms, as family, corporation, community, state, etc., and the ideal forms, as art, literature, music, etc. The study of the past will trace the development of the same ideas through those historical forms already within the child's apprehension, the order being determined by natural sequence and the advancement of the pupil. In the study of the past, since the leader stands for the idea in all great movements, political or otherwise, large use will be made of biography.

The entire course will lead up to the free state—the institution which expresses most perfectly the "reciprocal whole of a people."

GEOGRAPHY.

In the lowest grades no formal lessons in geography are given, but the ground for future work is prepared by having children gain correct concepts of color, form, size, place and time—these being obtained largely in connection with lessons based on work with objects and observation of nature, natural phenomena and of social life.

The study of geography proper begins in the third grade, with local geography, and is studied largely on its physical side.

Following the home geography is the study of the state as a unit. This is followed by lessons on the globe or elementary mathematical geography; after which comes an interrelated study of the continents.

It has been the aim in the presentation of this subject to bring out the relations existing between our own country and people and the other countries and peoples of the world; also to show that the basis of all geography work is to be found in the physical geography.

LANGUAGE—GRAMMAR.

The aim in this work has been to enable pupils to express their thoughts fluently and in good language, and, further to teach them

enough of the science of language to form a good basis for the study of grammar in the seventh and eighth grades.

To do *this* well pupils must be furnished with abundant thought material. This has been accomplished by combining the language work with science, number and reading lessons in the lowest grades —and later with reading, geography, history and science. Errors in language have been just as carefully corrected when occurring in the arithmetic, geography or history lesson, as when they occur during the language period.

The systematic study of grammar has been carried on in the seventh and eighth grades according to Reed & Kellogg's text-book —with fifteen weeks of elementary Latin in the A eighth grade.

READING.

Correct language teaching forms the proper preparation for learning to read. The child's first effort in learning to read, if nature's laws are to guide in the work, must be to recognize his own words, representing his own knowing, thinking, willing, doing, etc. As a preparation for this, the child must have exact ideas and thoughts, and must be made to express the same correctly and well.

To incite the child to thought, to direct him in his thinking and at the same time enrich his mind with knowledge, much of the *reading* in the *earlier years* is made to grow out of the story and observation work; thus the child learns to know and to feel his ability to investigate and to decide through original channels of information. From the fourth gradet he reading begins to be more distinctively for the purpose of getting information, while leading the child to an acquaintance with the best literature.

LITERATURE.

The general purpose of the work done in literature has been ethical, artistic and historical. Ethical in the sense of opening the child's mind to conceptions of right and wrong in life and literature thereby establishing the fact, that the best of life is in the *best*

he child's mind to
he grammar
rms of literary
id the child to
d of the human
is developing the

. in the course has been
ary grades, each number
s and processes before con-
topic has been so developed
mprehension of fundamental
on applications to problems in
ts of business.
ginning in the seventh grade, has
ugh the four operations of addition,
d division; the simple equation of one
factors and multiples. The purpose
ow light upon the arithmetic—and it is
ne eighth grade.
ometry has been carried on, with one les-
, seventh and eighth grades for the purpose
mensuration more comprehensible.

MUSIC.

te purpose of the work in music has been to incul-
. love for good music, and to cultivate and develop
d singing voice in order that pure, free musical tones
e habitual, both in speaking and singing. Special
s been given to proper articulation, enunciation and
on.

er the purpose has been to train children to read music

readily and accurately at first sight and to render the best songs by the best composers with intelligence, proper phrasing and breathing and appropriate expression and feeling.

DRAWING.

During the first thirty weeks of the year a regular system in drawing was followed—and while the work was successful, its application to the other work of the grades was found hard to work out. During the last ten weeks, therefore, a course in blackboard sketching was introduced throughout the grades and an attempt made to make a practical application of the work to the other subjects of instruction.

Names of Students.

PREPARATORY DEPARTMENT.

	RESIDENCE.
. . . . .	Ypsilanti.
. . . . .	Salem.
. . . . .	Williamston.
. . . . .	Chicago.
. G.	Clayton.
. . . . .	Petoskey.
. . . . .	Central Mine.
. . . . .	Hesperia.
. . . . .	Jackson.
. . . . .	Ypsilanti.
. . . . .	Saline.
. . . . .	Ypsilanti.
Mabel	Columbiaville.
. . . . .	Goodison.
rtine	Lansing.
Alice	Salem.
M.	Vernon.
ne L.	Salem.
Grace M.	Ypsilanti.
. . . . .	Eau Claire.
ie M.	Ypsilanti.
Ivan Edgar	Rockwood.
Myrtie M.	North Farmington.
ne B.	Canton.
Grace E.	Ypsilanti.
k, Mollie O.	Ypsilanti.
Emma R.	Ypsilanti.
Sophia L.	Ypsilanti.
Frank L.	Ypsilanti.
Lucile	Salem.
r, Marcus D. L.	South Riley.
ingham, Mary	Madison.
te, Eva Grace	Marshall.

Dunstall, Irene	Maple Rapids.
Eagan, Anna G.	Grand Rapids.
French, Vienna Louisa	Concord.
Fisher, W. Clarence	Tipton.
Findlay, Ina A.	Lowell.
Fisher, Lillian	Caseville.
Garrison, Isabella	Vernon.
Garrison, Edith B.	Ypsilanti.
Gareissen, Isabella W.	Galveston, Tex.
Glaspie, Cora D.	Oxford.
Grant, Della M.	Fremont.
Green, Arthur R.	North Farmington.
Geiger, Fannie	Zurich, Ont.
Gorton, Fred I.	Ypsilanti.
Goble, Perry	Lacota.
Goodwin, Effie A.	Colon.
Goller, Mary A.	Englishville.
Gunnison, E. Gertrude	Gunnisonville.
Hardy, Lucy E.	Oakville.
Halsted, Chas. H.	Farmington.
Hooper, Mabel L.	Temperance.
Hulce, Carrie M.	Union City.
Hutchins, Henry S.	Litchfield.
Hunter, Lura E.	Ypsilanti.
Jezzard, Addie A.	Perrysburgh, O.
Jones, Lydia Pearl	Dowling.
Johnson, Martha W.	Ypsilanti.
Kelly, Margaret	Hancock.
Knight, Alice	Muir.
Kirtland, Sadie E.	West Toledo, O.
King, Belle C.	Kingsville, Ont.
Kurfess, Anna M.	Manchester.
Lautenslager, Chas. C.	South Rockwood.
Leidy, Anna E.	Colon.
Lefurge, Chas. E.	Ypsilanti.
Lee, Mate L.	Bell Branch.
Legg, Winnie Eva	Garrett, Ind.
Loepee, Mary G.	Union.
Ludwick, Fred B.	Matherton.

Mason, Ada A.	Whittaker.
Martin, John A.	Ypsilanti.
Mason, Wm. Lewis	Whittaker.
Miller, Mary Elizabeth	Milan.
Mulloy, Jennie Frances	Cumber.
McCall, Grace B.	Milford.
MacRae, Isabel	Central Mine.
Nash, Edna L.	Ypsilanti.
Nowlin, Will. C.	Ypsilanti.
O'Keefe, Thos. B.	Grand Rapids.
O'Brien, Minnie	Emory.
Oldenburg, Winnie	Farmington.
Packard, Tena L.	Salem.
Parr, Mary Lulu	Charlotte.
Parry, Ada	Fountain City, Ind.
Perkins, Anna	Norway.
Potter, Celia D.	Willis.
Ramsdell, Frank A.	Grattan.
Reade, Etta V.	Chelsea.
Riggs, Lena	Ypsilanti.
Rich, Louie E.	Salem.
Robbins, Harry D.	Ypsilanti.
Rosenberry, Erva	Fulton.
Stephens, Lucy	Chelsea.
Steele, Clara G.	Farmington.
Schlee, Gertrude O.	Ann Arbor.
Steele, Rae	Farmington.
Sias, Georgia	Midland.
Smith, Frank L.	Blissfield.
Schmitt, John J.	Sebewaing.
Smith, Jay H.	Milan.
Simpson, Edward M.	Oakville.
Sugden, Nellie E.	Farmington.
Tiffany, Alice F.	Muskegon.
Thorne, L. Enoch C.	Ypsilanti.
VanNest, Delia A.	Petersburg.
Vroman, Bessie	Ypsilanti.
Waxman, Beulah E.	Pontiac.
Wallace, Minnie	Lucas.

[illegible]	Cass City.
[illegible]	South Lyon.
[illegible]	Ypsilanti.
[illegible]	Gaylord.
[illegible]	South Lyon.
[illegible]	Eau Claire.

FIRST YEAR.

	COURSE	RESIDENCE
[illegible]	Regular	Grinnell, Ia.
[illegible]	Regular	Lennon.
[illegible]	Regular	Thayer
[illegible]	Regular	Ypsilanti
[illegible]	Regular	Rochester
[illegible]	Regular	Blissfield
[illegible]	Regular	Ypsilanti
[illegible]	Regular	Hersey
[illegible]	Regular	Eloise
[illegible]	Regular	Flushing
[illegible]	Kindergarten	Ann Arbor
[illegible]	Regular	Cole's Grove
[illegible]	Regular	Owosso
[illegible]	Regular	Grand Blanc
[illegible]	Regular	South Haven
[illegible]	Regular	London
[illegible]	Regular	Haslett Park
[illegible]	Regular	Willow
[illegible]	Regular	Willow
[illegible]	Regular	Napoleon
[illegible]	Regular	Anderson
[illegible]	Regular	Gaines
[illegible]	Regular	Cohoctah
[illegible]	Regular	Delta, O.
[illegible]	Regular	Rawsonville
[illegible]	Regular	Rawsonville
[illegible]	Regular	Ypsilanti
[illegible]	Regular	Quincy

NAME	COURSE	RESIDENCE
Cross, Genevieve	Regular	Romulus
Cowan, Edith E.	Regular	Grattan
Copley, John D.	Regular	Victory
Cross, Alice C.	Regular	Milford
Crowley, Ella M. P.	Regular	Elkhart, Ind.
Coventry, Henrietta	Regular	Frederic
Cowles, Georgia	Regular	Carson City
Crook, Ernest	Regular	South Rockwood
Curtis, Nora Edith	Regular	Mt. Pleasant
Curtis, William	Regular	Wayne
Crysler, Rose R.	Regular	West Sumpter
Daley, Katherine J.	Regular	Dowagiac
Dawe, Edith Lyle	Regular	Calumet
Davidson, Mamie	Regular	Drayton Plains
DeGraff, Beatrice M.	Regular	Ellendale, Dak.
DeVoe, Una E.	Regular	Ypsilanti
Diller, Henry A.	Regular	Ypsilanti
Doud, Maude	Regular	Cambria
Dougherty, Ginevra	Regular	Bailey
Dodds, Alice	Regular	North Branch
Dunn, Sadie	Regular	St. Ignace
Dunstall, Agatha	Regular	Maple Rapids
Edwards, Walter	Regular	Sears
Engle, Emma	Regular	Colon
Elliott, Ina	Regular	Ypsilanti
Elliott, Elva B.	Regular	Ypsilanti
Elgie, Helen A.	Regular	Muskegon
Eddy, Lora M.	Regular	Burlington
Fisher, Emma E.	Regular	Victory
Foley, May	Regular	Ypsilanti
Foster, Anna G.	Regular	Clarkston
Gardner, C. Elizabeth	Kindergarten	Carson City
Gardner, Gertrude	Regular	Tyrone
George, May	Regular	Ypsilanti
Germaine, Genevieve	Regular	Muir
Geiger, Pauline	Regular	Zurich, Ont.
Greene, Clarence E.	Regular	Ypsilanti
Gillam, Eugene L.	Regular	Sparta
Godfrey, Melanie C.	Regular	Owosso

Walmsley, Belle H.	
Wilkinson, Bertha A.	
Witherspoon, Cassie J.	
White, Carrie E.	
Wilkinson, Eva B.	
Wynn, Ethel M.	

FIRST YEAR.

NAME	COURSE	
Adams, Edith E.	Regular	
Atherton, May	Regular	
Brannack, Albert L.	Regular	
Ballou, Cora M.	Regular	
Barwiss, Eva	Regular	
Bay, Alma	Regular	
Beardsley, Ada Tyell	Regular	
Beardsley, Clara F.	Regular	
Bennett, Mary Anoinette	Regular	
Brittain, Bessie M.	Regular	
Bohm, Hattie A.	Regular	
Brooks, William	Regular	
Chapin, Mary C.	Regular	
Chapel, George H.	Regular	
Cady, Jennie L.	Regular	
Cavanagh, Ella	Regular	
Carmichael, Kittie	Eng. Ger.	
Clark, Inez Maude	Regular	
Clark, Genevieve	Regular	
Cady, Blanche C.	Regular	
Carr, Gertrude	Regular	
Carrick, Mattie J.	Regular	
Chapman, Chas. W.	Regular	
Cecil, Callie M.	Regular	
Crittenden, Nettie L.	Regular	
Crittenden, Grace H.	Regular	
Childs, Edna Ella	Regular	
Cowell, William Glenn	Regular	

Farmington
Erie
Detroit
Middletown
Brighton
Ypsilanti
Belleville
Casnovia
Greenfield
Canton
Elk Rapids
Brighton
Ypsilanti
Manistique
Ypsilanti
Mason
Mt. Pleasant
Inkster
Elk Rapids
Rome
Napoleon
Union
Ypsilanti
Webberville
Argyle, Minn.
Commerce
Commerce
Webberville
Homer
Ypsilanti
Shepherd
Ypsilanti
Hopkins Station
Croswell

		RESIDENCE
		Spinks Corners
		Belleville
		Cannonsburg
		Jackson
		Samaria
	:	Benton Harbor
	. 1	Urania
	'r	Otsego
	..ar	Tecumseh
	'ular	Ypsilanti
	'ular	Bronson
	'gular	Cooperville
	.\ gular	Dimondale
	Regular	Williamsburg
	Regular	Three Oaks
	Regular	Charlotte
	Regular	Ypsilanti
	Kindergarten	Walled Lake
	Regular	Casnovia
	Regular	Pontiac
	Regular	Brighton
	Regular	Willis
	Regular	Lyons
	Regular	Ypsilanti
	Regular	Oshkosh, Wis.
	Regular	Alpine
	Regular	Churchville, N. Y.
	Regular	Dexter
	Regular	Imlay City
	Regular	Weston
	Regular	Plymouth
	Regular	Worden
	Regular	Dryden
	Kindergarten	Ypsilanti
	Regular	Elmira
	Regular	Elmira
	Regular	Tipton
	Kindergarten	Canton
'. S.	Regular	Andersonville

NAME	COURSE	RESIDENCE
Goodrich, Emma May	Regular	Ypsilanti
Gorsuch, Wm. Earl	Regular	Waldron
Hall, Grace Lee	Regular	Ypsilanti
Hagerman, Bertha Rosamond	Regular	Oxford
Halstead, James B.	Regular	Farmington
Hilton, Stella K.	Drawing	Erie
Hosner, Minnie A.	Regular	Detroit
Howell, Laura May	Regular	Middletown
Holdridge, Fannie L.	Regular	Brighton
Howe, Ethel M.	Regular	Ypsilanti
Hope, Maggie E.	Regular	Belleville
Hutchins, Lou R.	Regular	Casnovia
Hughes, Edw. Elliott	Regular	Greenfield
Huston, Christine	Regular	Canton
Hughes, Harriet	Kindergarten	Elk Rapids
Jacobs, Seth B.	Regular	Brighton
Jenks, Hattie V.	Regular	Ypsilanti
Kimball, Daniel Wm.	Regular	Manistique
Krumbeck, John	Regular	Ypsilanti
Kyser, Jennie S.	Regular	Mason
Lansing, Wm. James	Regular	Mt. Pleasant
Lathers, Mabel E.	Regular	Inkster
La Forge, Anna Grace	Regular	Elk Rapids
Lister, Wm. Sherman	Regular	Rome
Love, Mary	Regular	Napoleon
Loupee, Sherman L.	Regular	Union
Maegle, Wilhelmina	Eng. Ger.	Ypsilanti
Marble, Allie	Regular	Webberville
Marsland, Anna D.	Regular	Argyle, Minn.
Malcolm, Frank J.	Regular	Commerce
Malcolm, Harriet Janet	Regular	Commerce
Marble, Ira A.	Regular	Webberville
McArdle, Mary E.	Regular	Homer
Marvin, Frederic	Regular	Ypsilanti
Marvin, Rose T.	Regular	Shepherd
Martin, Wm.	Regular	Ypsilanti
McEvoy, Ellen G.	Regular	Hopkins Statio
Merrill, John	Regular	Croswell

NAME	COURSE	RESIDENCE
Metras, Louis Henry	Regular	Spinks Corners
Miller, Rutherford B. H.	Regular	Belleville
Miller, Chas. D.	Regular	Cannonsburg
Moffatt, W. Ray	Regular	Jackson
Moyer, Elam W.	Regular	Samaria
McDonald, Wm. Rector	Regular	Benton Harbor
Moore, Bertha E.	Regular	Urania
Monroe, Melia H.	Regular	Otsego
Munger, Ella M.	Regular	Tecumseh
Murray, Edwin S.	Regular	Ypsilanti
Nichols, Lizzie G.	Regular	Bronson
Noble, Alice M.	Regular	Cooperville
North, Howard C.	Regular	Dimondale
Noteware, Kay	Regular	Williamsburg
Paxson, Lulu M. L.	Regular	Three Oaks
Perry, Lulu	Regular	Charlotte
Parmenter, Edward Henry	Regular	Ypsilanti
Perrin, Jessie A.	Kindergarten	Walled Lake
Pearsall, Carrie Irene	Regular	Casnovia
Pearson, Mary E.	Regular	Pontiac
Phelps, Mrs. Emma	Regular	Brighton
Potter, Mary L.	Regular	Willis
Powers, Cora B.	Regular	Lyons
Rappleye, Lura	Regular	Ypsilanti
Richards, Alice E.	Regular	Oshkosh, Wis.
Reed, Ira.	Regular	Alpine
Redfern, Lillian Anna	Regular	Churchville, N. Y.
Reeves, Cora A.	Regular	Dexter
Ross, Alice M.	Regular	Imlay City
Rudson, Mary E.	Regular	Weston
Rood, Mina	Regular	Plymouth
Rowe, [illegible]	Regular	Worden
Rote, [illegible]	Regular	Dryden
Rowe, Ida A.	Kindergarten	Ypsilanti
Rowland, Theresa M.	Regular	Elmira
Rowley, Mary Ann	Regular	Elmira
Rowe, [illegible]	Regular	Tipton
Schoonover, Ethel	Kindergarten	Canton
Sharman, [illegible]	Regular	Andersonville

NAME	COURSE
Gordon, Lizzie	Regular
Gordon, Julia Ann	Regular
Harris, John B.	Regular
Hawkes, Maude E.	Kindergarten
Hammond, Lulu M.	Regular
Hesse, Nina May	Regular
Henry, Myrtie A.	Regular
Howland, Emma A.	Regular
Howard, B. Adna	Regular
Hoyt, Ellen Irene	Regular
Jordan, Belle C.	Regular
Kinne, Zach.	Regular
Kinnicutt, Grace	Regular
Knopf, Anna Sibyl	Regular
La Rowe, Pina	Regular
Lawrence, J. Don	Regular
LaBounty, Orvice	Regular
Lull, Herbert Galen	Regular
Mastin, Alberta	Kindergarte
Marvin, Maude	Regular
Marvin, Metta	Regular
MacArthur, Jennie H.	Regular
Magauran, Josie	Regular
Marvin, Arthur F.	Regular
Mayze, Mary	Regular
Maguire, Joanna	Regular
Metcalf, Jennie A.	Regular
Millard, Emma L.	Regular
Morton, U. Grant	Regular
McDonough, Mary J.	Kinder
McDonough, Margaret	Regula
Morse, Anna E.	Regula
Nelson, Eugene H.	Regul
Newton, Bertha L.	Regul
Orchardson, Flora Mabel	Regul
Pearce, Webster H.	Regu
Power, Carrie E.	Regu

	SIDENCE
	ion City
	n Arbor
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	Frankfort
	Marcellus
	Otsego
	Ypsilanti
	Parma
	Constantine
	Grand Blanc
	Coldwater
	Coldwater
	Grand Rapids
	St. Clair
	Ypsilanti
	Pinckney
	Palmyra
	Ypsilanti
	Saline
	Otsego
	Romulus
	Marquette
:	Leslie
e	Mason
	North Farmington
	Jackson
e	Climax
a	Howell
ıa	Howell
ıa	Holt
na	South Haven
ma	Saline
ıcate	Ypsilanti

NAME		RESIDENCE
Abernathy, Eva B.	Short Diploma	Utica
Allen, Winifred A.	Short Diploma	Mulliken
Allison, Clara Janet	Ancient Classical	Saginaw, W. S
Arnold, Amy A.	Short Certificate	Ovid
Batt, Katherine	Full Diploma	Tekonsha
Bates, Agnes A.	Full Certificate	Grayling
Baessler, Emilie	Full Diploma	Ann Arbor
Baskan, Lillian	Short Diploma	Calumet
Bates, William H.	Full Diploma	Frankfort
Babcock, Elizabeth E.	Short Certificate	Flint
Ball, Jessie	Full Diploma	Detroit
Blair, Bertha L.	Full Certificate	Napoleon
Brayton, Louise	Full Diploma	Chicago
Bacon, L. Annie	Short Certificate	Chelsea
Bamborough, Rena	Short Diploma	St. Louis
Brewster, Dwight Edward	Short Certificate	Prattville
Bennett, Clara May	Short Diploma	Coldwater
Bertholf, Maude Clare	Short Certificate	Port Huron
Berry, Phy	Short Diploma	Quincy
Bender, Albert G.	Short Certificate	Coldwater
Bibbins, Carrie E.	Full Certificate	Whittaker
Biesky, Anna	Full Certificate	Detroit
Bliss, Clara A.	Short Diploma	Jonesville
Bidleman, Anna	Short Certificate	Schoolcraf
Bixler, Della B.	Short Certificate	Coldwater
Brooks, Sarah Jane	Full Diploma	Republic
Brown, William L.	Full Diploma	Ypsilanti
Bowdish, Grace M.	Full Diploma	Stockbrid
Boals, Florence R.	Full Certificate	New Buf
Boyrie, Alice May	Full Certificate	Augusta
Brown, Ida Loyola	Short Certificate	Ypsilanti
Broome, Lillian E.	Short Cer. (Kg.)	Mt. Clem
Bowen, Nathan Hayden	Short Diploma	Chelsea
Brown, Anna Belle	Short Diploma	Ypsilanti
Bowdish, Inez M.	Full Certificate	Ypsilanti
Brown, Bessie	Short Dip. (Kg.)	Menomin
Brown, Ella M.	Short Diploma	Armada
Buck, Charlotte	Full Certificate	Ypsilanti

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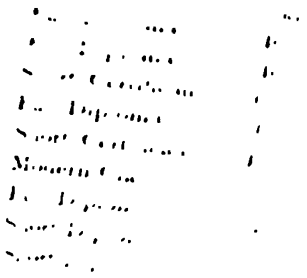
NAME	
Desmond, Julia	Short Diploma
Downing, Ada Jewell	Short Certificate
Dole, Clara	Full Diploma
Downing, Lillian Irene	Full Diploma
Dohany, Emmett E.	Full Certificate
Eayres, Clora M.	Short Certificate
Edwards, Anna Banker	Short Certificate
Edwards, Daniel S.	Short Certificate
Eldred, Katherine M.	Short Certificate
Ellsworth, Frank E.	Full Diploma
Ferguson, Louis E.	Short Diploma
Field, Mabel D.	Short Diploma
Finch, Anna Dorothy	Full Diploma
Fouche, Ella M.	Short Certificate
Foote, Alberta W.	Short Diploma
Fuller, Viola L.	Short Diploma
Fuller, William C.	Full Certificate
Fulton, Blanche	Short Certifica
Fuller, Ada A.	Short Diploma
Ganiard, George E.	Full Diploma
*Grabenstein, Kate	Short Certific
Gardner, Harry E.	Short Diplom
Greene, Florence A.	Short Diplon
Green, Katherine	Short Diplon
George, Austin Jr.	Full Diplom
Gingles, Olive	Short Diplo
Gilbert, Irene A.	Short Diplo
Gibbs, Edith May	Short Dipl
Gries, Lizzie M.	Short Cert
Grierson, Anna M.	Short Cert
Goodrich, Francis L.	Full Diplo
Gurd, Edith May	Full Dipl
Haskins, Xenia Beatrice	Short Ce
Harrison, E. Wilber	Full Dip
Haner, Edna H.	Full Cert
Harper, Anna M.	Full Di
Harden, Lulu	Short C

*Deceased.



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Springport
Constantine
Decatur
Marcellus
Calumet
Benton Harbor
Tekonsha

NAME	
Kittery, Nora	Short Diploma
King, Sarah	Full Certificate
Kishpaugh, Wm. Archie	Full Diploma
King, Chas. H.	Full Diploma
Kilgour, Bertha Flora	Full Diploma
Kirk, Nettie R.	Short Diploma
Klopsch, Clara	Short Certificate
Krumbeck, Rose L.	Full Certificate
Laird, Leora J.	Short Diploma
Lathers, Adelbert E.	Full Diploma
Lewis, Helen E.	Short Certificat
Leonard, Louise	Short Certifica
Leary, Daniel F.	Short Certific
Leary, Katherine	Short Certific
Livesay, Bessie E.	Short Cer. (
Lovewell, Lucia A.	English Ge
Loveland, George S.	Short Diplc
Loud, Bessie A.	Full Certifi
Lockard, Abbie R.	Short Dip'
Lyon, M. Anna	Short Cer
Lyon, Lorenzo M.	Short Ce
Marshall, Viola M.	Full Dip
Maxson, Dora E.	Full Di
Malherbe, Maggie M.	Short C
Maveety, Edith Olive	Short I
Martin, Julia	Short
Main, Cora Mabel	Short
Mann, Mary Ida	Full
Mathews, Bertha W.	Full
Mast, Samuel O.	Ful
Miller, Mary A.	Sh
Mitchell, Catherine	Sh
Miller, Alice Eleanor	Sh
Miller, Fannie	S
Milner, Lou M.	I
Moore, Alice E.	I
Müller, John F. E. C.	

RESIDENCE	
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Owosso	
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Milan	
Centreville	
Howell	
Saline	
Clarkston	
Marlette	
	Dillon, Mont.
te	Ypsilanti
	Ypsilanti
Cate	Lansing
na	Dowling
ficate	Swartz Creek
ticate	Waltz
(Kg.)	Traverse City
rtificate	St. Louis
ertificate	Calumet
Diploma	Hastings
Certificate	Ludington

NAME		RESIDENCE
Rappleye, Martha F.	Full Diploma	Ypsilanti
Raikes, Helen Frances	Short Diploma	Saginaw, W. S
Ransom, Angie T.	Short Certificate	Jonesville
Reinl, Allie E.	Full Certificate	Ypsilanti
Reid, Adelia	Full Certificate	Alma
Reed, Sarah Adelaide	Short Diploma	Grand Rapids
Riggs, Minna K.	Short Diploma	Ypsilanti
Riopelle, Eva	Short Diploma	Beacon
Rouse, Bessie G.	Full Certificate	Blissfield
Roberts, Della E.	Short Certificate	Schoolcraft
Rossman, Grace W.	Short Certificate	Jackson
Robertson, Jessie M.	Short Diploma	Petoskey
Russell, Myrta	Short Certificate	Battle Creek
Starks, L. Zella	Full Certificate	Albion
Savage, Rosamond F.	Short Certificate	Saginaw, W. S
Slayton, W. Lee	Short Diploma	Dundee
Sands, Effie	Full Cer. (Kg.)	Belleville
Shaw, Blanche L.	Short Diploma	Reed City
Sayles, Edith M.	Full Certificate	Plymouth
Stevens, D. Annette	Short Certificate	Union City
Stevens, Adah Motte	Full Certificate	Devereaux
Sellors, Lucile	Short Diploma	South Haven
Sherrod, Addie M.	Full Diploma	Paw Paw
Seeley, Hadley Halsted	Full Certificate	Owosso
Sweet, Minnie G.	Short Certificate	Calumet
Stewart, Thos. E.	Full Certificate	Lansing
Smith, Leslie Gifford	Short Cer. (Kg).	Schoolcraft
Smith, William A.	Full Diploma	Denton
Smith, Nellie E.	Full Diploma	Ypsilanti
Smith, Nellie M.	Full Certificate	Eagle Harbor
Smith, Edith	Short Certificate	Wyandotte
Smith, Orra M.	Short Certificate	Nashville
Smith, Anna H.	Short Certificate	Lake Linden
Smith, Mabel L.	Short Certificate	Coldwater
Snidecor, Fred G.	Full Diploma	Ypsilanti
Shingler, Helen M.	Full Diploma	Delray
Snow, Mary Louise	Short Certificate	Jackson

NAME		RESIDENCE
Stokes, Belle	Full Certificate	Mulliken
Strong, Mary E.	Short Certificate	Carson City
Snyder, William H.	Short Diploma	White Pigeon
Taylor, Belle	Short Certificate	Marcellus
Thayer, Grace C.	Full Diploma	Farmington
Thayer, Anna W.	Full Diploma	Farmington
Taylor, Grace E.	Short Certificate	Marcellus
Traphagen, Delmer	Short Certificate	Fenton
Tooker, Herbert C.	Full Diploma	Bath
Thompson, Lottie	Short Certificate	Iron Mountain
Towne, Lena H.	Short Certificate	Galesburg
Town, Edna Carol	Short Certificate	Allegan
Thompson, Mary Eliz.	Full Diploma	Birmingham
Trounson, Elsie	Short Certificate	Calumet
Thurston, Jennie Belle	Short Certificate	Jackson
Tucker, Edna Lila	Short Certificate	Manistique
Tuttle, Laura Helen	Full Certificate	Ypsilanti
Tuthill, Blanche E.	Short Certificate	Owosso
Vester, William R.	Full Certificate	Ypsilanti
Van Valkenburg, Evelyn	Full Diploma	Milan
Van Buren, Rosslyn H.	Full Diploma	Centreville
Van Patten, Nellie	Short Certificate	Howell
Valentine, Lulu May	Short Diploma	Saline
Walter, Loan James	Full Certificate	Clarkston
Watters, Benj. J.	Full Diploma	Marlette
Wade, Richard H.	Full Certificate	Dillon, Mont.
Warren, Marcella	Short Certificate	Ypsilanti
Warner, Florence M.	Full Diploma	Ypsilanti
Ward, Eva Fulton	Short Certificate	[illegible]
Warner, William M.	Full Diploma	[illegible]
Walker, Myrtle B.	Short Certificate	[illegible]
Waltz, Mabel	Full Certificate	[illegible]
Wait, Minnie B.	Short Cer. (Kg.)	[illegible]
Wessels, Edithe	Short Certificate	[illegible]
Weir, Margaret H.	Short Certificate	[illegible]
Webb, Lester	Short Diploma	[illegible]
Withey, Kate A.	Short Certificate	[illegible]

NAME	
Rappleye, Martha F.	Full Diploma
Raikes, Helen Frances	Short Diplom
Ransom, Angie T.	Short Certifi
Reinl, Allie E.	Full Certific
Reid, Adelia	Full Certifi
Reed, Sarah Adelaide	Short Diplo
Riggs, Minna K.	Short Diplo
Riopelle, Eva	Short Dipl
Rouse, Bessie G.	Full Certif
Roberts, Della E.	Short Cert
Rossman, Grace W.	Short Cert
Robertson, Jessie M.	Short Dip
Russell, Myrta	Short Cer
Starks, L. Zella	Full Cer
Savage, Rosamond F.	Short Ce
Slayton, W. Lee	Short Di
Sands, Effie	Full Cer
Shaw, Blanche L.	Short D
Sayles, Edith M.	Full C
Stevens, D. Annette	Short C
Stevens, Adah Motte	Full C
Sellors, Lucile	Short
Sherrod, Addie M.	Full
Seeley, Hadley Halsted	Full
Sweet, Minnie G.	Short
Stewart, Thos. E.	Full
Smith, Leslie Gifford	Sho
Smith, William A.	Ful
Smith, Nellie E.	Ful
Smith, Nellie M.	Fu
Smith, Edith	S
Smith, Otra M.	S
Smith, Anna H.	S
Smith, Mabel L.	S
Smideor, Fred G.	S
Shangler, Helen M.	S
Snow, Mary Louise	S

	RESIDENCE
	Saline
	Saginaw, W. S.
	Port Huron
	Ypsilanti
	Crawford
	Coldwater
	Grand Blanc
	Wyandotte
	Three Rivers
	Rockwood
	St. Johns
	Shepardsville
	Dundee
	Battle Creek
	Novi
	Mayville
	Ypsilanti
	Ceresco
	St. Joseph
	East Dayton
	Milan
	St. Joseph
	St. Joseph
.a	Hillsdale
.a	Lake Linden
g.)	Royal Oak
·a	Ypsilanti
·ia	Hastings
.a	Wayne
·na	Coldwater
·na	Wyandotte
·na	Coldwater
·na	Ypsilanti
·an	Ovid
·na	Elk Rapids
. ssical	Ypsilanti
	Douglass

	RESIDENCE
Full Diploma	Deanville
Short Diploma	Sault Ste. Marie
Short Diploma	Jonesville
Latin German	Ypsilanti
Short Diploma	Fowlerville
Short Diploma	Port Huron
Short Diploma	Plymouth
Full Diploma	Ypsilanti
English Latin	Blissfield
Short Diploma	Benton Harbor
Latin German	Sand Beach
Latin German	Sand Beach
Short Diploma	Mason
Short Diploma	Hudson
Full Diploma	Imlay City
Short Diploma	Saline
Short Diploma	Decatur
Short Diploma	Ypsilanti
Short Dip. (Kg.)	Pentwater
Short Diploma	Ypsilanti
Short Diploma	Ishpeming
Short Diploma	Wyandotte
Full Diploma	Pinckney
Short Diploma	Hastings
Short Diploma	Pittsford
Short Diploma	Decatur
Short Diploma	Armada
Full Diploma	Grand Rapids
Shorter German	Petersburgh
Full Diploma	Ypsilanti
Short Diploma	White Cloud
Short Diploma	Ludington
Full Diploma	Lowell
Full Diploma	Lewiston
Short German	Grass Lake
Short Diploma	Caro
Short Diploma	Tekonsha
Short Diploma(Kg.)	Freeport

NAME		RESIDENCE.
Overholt, Elmer E.	Full Diploma	Ypsilanti
Parker, Mary Adelaide	Short Diploma	Ypsilanti
Paton, Christina E.	Short Diploma	Almont
Parmelee, Rena Stoddard	Literary	Ann Arbor
Pitts, George Albert	Full Diploma	Fenton
Rains, Ada Rose	Short Diploma	Saulte Ste. Marie
Raymond, Sam'l Wm.	Literary Scientific	Jasper
Riopelle, Eva	Short Diploma	Beacon
Replogle, Ida Berenice	Scientific	St. Johns
Robinson, Emma Jean	Short Diploma	Port Huron
Robins, Ida M.	Full Diploma	Lansing
Rutherford, Grace	Short Diploma	Almont
Starks, Lily Azella,	Short Diploma	Marshall
Sprague, Maude	Short Diploma	Buchanan
Spalding, Emma A.	Short Diploma	Cadillac
Swaine, Florence L.	English French	Ypsilanti
Steele, Ida A.	Full Diploma	Farmington
Schermerhorn, Lizzie M.	Modern Classical	Reading
Stiles, Jessie M.	Short Diploma	Coldwater
Slingerland, Anna G.	Short Diploma	Hastings
Sinclair, Frank Elmer	Literary Scientific	Burnside
Southgate, Mary F.	Full Diploma	Detroit
Snowden, Albert A.	Short Diploma	Sand Beach
Taylor, Fannie Belle	Short Diploma	Grand Rapids
Tripp, Frances Ethel	Full Diploma	Commerce
Thorp, Ira G.	Full Diploma	Hamilton
Tower, Ward	Full Diploma	Montague
Thomas, Flora M.	Short Diploma	Three Rivers
Tooze, Fred J. S.	English Latin	Ypsilanti
Urban, Adelaide J.	Full Diploma	Montague
Warner, Alice Anne	Full Diploma	LaPorte
Warren, Leo Earle	Short Diploma	Union City
Whipple, Mabel F.	Full Diploma	Novi
Wickes, Gertrude M.	Short Diploma	Jonesville
Whipple, Frank E.	Short Diploma	Belding
Williams, Roy E.	Full Diploma	Sturgis
Woodin, Helen	Short Diploma	Oxford
Young, Greta Belle	Short Diploma	Nashville

	RESIDENCE
...DIATES.	
	Ypsilanti
	Saline
	Saline
	Union City
	Belleville
	Three Rivers
	Weston
	Ypsilanti
	Ypsilanti
	Ypsilanti
	Otsego
	Plymouth
	Ypsilanti
	Ypsilanti
	Shepard
	Ypsilanti
	Chelsea
	Ypsilanti
	Forest Grove
	Grand Rapids
	Ypsilanti
...ER DEGREES.	
... PD.	
	Charlotte
	Ypsilanti
	Crystal Valley
	Lansing
	Urbana, O.
	Grand Ledge
... OF M. PD.	
	Albion
	Peking, China
	Peking, China
	Whitewater, Wis.
...IAL.	
	Ortonville
Drawing	Pittsford
	Ypsilanti
Kindergarten	Lapeer

NAME		RESIDENCE
Clark, Virginia G.	Drawing	Brooklyn
Clark, Kate Mary	Drawing	Ridgeway
Clark, Myrtie A.	Drawing	Brooklyn
Gareissen, Mrs. Oscar		Ypsilanti
Hankinson, Linda	Draw. and Geog.	Rochester
Jamieson, Henry		Brighton
Jones, Henry B.		Marcellus
Loomis, Chester B.		Ypsilanti
Marshall, Margaret E.	Literary	Lapeer
Nottingham, Otis W.		Muncie, Ind.
Rice, Ethel Josephine	Drawing	Utica
Richards, Sadie Lillian	Drawing	Jonesville
Robbins, Lucinda	Drawing	Reed City
Starr, Mabel L.		Three Rivers
Shea, Lillie B.		Kalamazoo
Sutherland, Floyd		Oxford
Tooze, Emma L.	French German	Ypsilanti
Watkins, Guy L.		Detroit
Western, Sara		Flushing
Woodruff, John B.		Detroit

CONSERVATORY.

Adams, L. Earl	Piano	California
Ackermann, Minna C.	Vocal and Piano	W. Bay City
Austin, Grace	Vocal	St. Charles
Ayres, Maud L.	Vocal	Ypsilanti
Alban, Martha M.	Piano	Willis
Aldrich, Beecher	Piano	Detroit
Bailey, Fannie	Vocal	Union City
Babbitt, Alice L.	Vocal	Ypsilanti
Barnum, Cecil J.	Vocal	Charlotte
Braithwaite, Alice	Vocal and Organ	Escanaba
Bartley, Bertha A.	Vocal	Otsego
Benedict, Ada M.	Vocal	Wacousta
Bezeau, Mrs. A. K.	Vocal	Sault Ste. Marie
Brennan, Margaret J.	Vocal	Detroit
Beal, Phoeba	Vocal and Piano	Northville
Beardsley, Belle	Piano	Ypsilanti
Blunt, Achsah J.	Vocal	Ann Arbor
Buell, Rena	Vocal	Union City

NAME

POST GRADUATES.

Babbitt, Alice L.
Briggs, Altavene
Briggs, Flora B.
Clark, Sereno B.
Clark, Cora M.
Creasey, Frank E.
Drake, Bertha
Foley, Jessie C. H.
Flower, Emily
Geaghan, Blanche
Goss, Etta C.
Hanford, Belle L.
Honey, Cora A.
Holbrook, Emma
Kennedy, A. Dwight
Parsons, Sara A.
Prudden, Adah J.
Sloan, Lida
Vandeburg, Frank H.
Wigle, Mary E. H.
Wheeler, F. J.

CANDIDATES FOR DEGR

THE DEGREE OF B. P

Barnum, Cecil J., M. A. C.
Collins, Nathan P., Olivet,
Fisher, Royal S. C., M. A. C.
Hume, George J., M. A. C.
Jackson, Adelia W., Oxford, O.
Strange, Ella L., Olivet

THE DEGRRE OF M.

Warren C. Hull,
Harry E. King,
Edna A. H. King,
Nina C. Vanderwalker,

SPECIAL.

Addis Estella C.
Aldrich, Belle — Drawing
Babbitt, Nan P.
Brundage, Gertrude E. — Kinder

		RESIDENCE
		Ypsilanti
		Marine City
		Union
		St. Johns
		London
		Ypsilanti
		Ypsilant
		Pikes Peak
		Portland
		Ypsilanti
		Ypsilanti
		W. Toledo, O.
	·ol Course	Ypsilanti
	ıd Vocal	Gaines
		Elk Rapids
		Ypsilanti
		Milford
		Eaton Rapids
		Ypsilanti
		Ypsilanti
		Lambertville
	l	Ypsilanti
		Schoolcraft
	o	White Cloud
	al	Ypsilanti
	no	Ypsilanti
	no	Manistee
	no	Elkhart, Ind.
	ocal	Memphis
	ocal	Fulton
	ocal	Ypsilanti
	ocal	Ypsilanti
	Vocal	Ypsilanti
	Piano	Ypsilanti
	Piano	Ypsilanti
	Piano	Three Oaks
		Norway
		Ypsilanti

NAME		RESIDENCE
Reynolds, Jennie M.	Piano	Owosso
Roberts, Wm. M.	Piano	Roberts' Landing
[illegible]	Piano	Ypsilanti
Ross, Maude	Piano and Vocal	Ypsilanti
Russell, Myrta	Piano	Battle Creek
Rockwell, Mrs. Ida H.	Vocal	Corey
[illegible]	Violin	Ypsilanti
[illegible]	Violin	Ypsilanti
Strong, Minnie	Organ and Piano	Ypsilanti
[illegible]	Vocal	Ypsilanti
[illegible]	Vocal and Piano	Elk Rapids
[illegible]	Piano	Ypsilanti
[illegible]	Piano	Mason
[illegible]	Piano	Ypsilanti
[illegible]	Piano	Commerce
[illegible]	Piano	Fairfield
[illegible]	Piano	Ypsilanti
[illegible]	Piano	Ypsilanti
[illegible]	Vocal and Piano	Ypsilanti
[illegible]	Violin	Richville
[illegible]	Violin	Ypsilanti
[illegible]	Violin	Ypsilanti
[illegible]	Piano	Scio
[illegible]	Piano	Dillon, Mont.
[illegible]	Piano	Lansing
[illegible]	Piano	Mancelona
[illegible]	Piano and Vocal	Orion
[illegible]	Piano	Howell
[illegible]	Piano	Chicago
[illegible]	Piano and Vocal	Jonesville
[illegible]	Piano and Vocal	Ypsilanti
[illegible]	Piano	Ypsilanti
[illegible]	Vocal	Marlette
[illegible]	Vocal	Ypsilanti
[illegible]	Vocal	Battle Creek
[illegible]	Vocal	Detroit
[illegible]	Vocal	Coldwater

POST GRADUATES.

Cheshire, Georgia	Piano	Ypsilanti
Farnham, Jane Isabel	Vocal	Ypsilanti
Stevens, Grace B.	Vocal and Piano	Ypsilanti
Wallin, Winifred	Piano	Ypsilanti
Wood, Mary Bell	Normal	Ypsilanti

Commencement, 1895.

The closing exercises of the year included the term examinations on Wednesday, Thursday, and Friday, June 19–21; the S. C. A. service and the baccalaureate sermon on Sunday afternoon and evening; conservatory and junior class day exercises and class reunions on Monday; conservatory graduating and senior class day exercises and the alumni meeting on Tuesday; and the commencement exercises and alumni banquet on Wednesday.

The baccalaureate sermon was preached by Rev. Bastian Smits, upon the theme: "Not Your Own."

In place of the usual graduating exercises by selected members of the class there was substituted an address by Dr. G. Stanley Hall, of Worcester, Mass., President of Clark University. His subject was: "The Best New Tendencies in Education."

At the close of the address the limited (five year) state certificate was presented to 131 graduates; the diploma and life certificate granted to 84; and the degree of Bachelor of Pedagogics conferred upon five.

At two o'clock in the afternoon the time and the use of the hall were given up to the State Music Teachers' Association for its regular annual meeting.

Below is given the list of graduates for June, 1895:

LIST OF GRADUATES, 1894–5.

ONE YEAR COURSES FOR HIGH SCHOOL GRADUATES.

FIVE-YEAR CERTIFICATE.

Ayres, Nellie E., Muskegon.	Baker, Estelle E., Kg., St. Johns.
Alexander, John M., Marcellus.	Barber, Louesa C., Ypsilanti.
Baker, Mabel Edna, Carson City.	Brewer, Nora E., Owosso.
Banford, Jessie, Kg., Union City.	Bierkamp, Mary Anna, Wyandotte.

Caswell, Inez Estella, Birmingham.
Cole, Ira Arnold, Berlin.
Carney, Grace Beulah, Battle Creek.
Cawood, Minnie Maude, Marshall.
Conklin, Rena Phedorah, Charlotte.
Costello, Helen, Battle Creek.
Dickinson, Sadie Frances, White Pigeon.
Dyer, Marie E., Kg., Decatur.
Fletcher, Mamie Ella, Chelsea.
Fitzpatrick, Isabel Janet, Hancock.
Fowler, Bertha Margaret, Owosso.
Ferguson, Lauretta May, Ovid.
Gierst, Charlotte A., Kg., Fremont.
Graverock, Gyda, Ishpeming.
Geiger, Minnie Kathryn, Ypsilanti.
Godfrey, Kate, Jonesville.
Grosvenor, Mildred A., Mt. Clemens.
Girzi, Lida Annarosa, Ishpeming.
Goldsworthy, Elsie May, Hancock.
Godfrey, Jennie Mae, Sand Beach.
Godfrey, Minna Maude, Sand Beach.
Hunker, Emma Genevieve, Hillsdale.
Harger, Lena Levange, Pontiac.
Huff, Grace, White Pigeon.
Heesen, Mary Grace, Tecumseh.
Hipp, Louisa Matilda, Jackson.
Hurd, Virginia May, Saline.
Hansen, Lena Bergetta, Ludington.
Hankey, Amelia, Houghton.
Herrington, Florence, Newaygo.
Haas, Harriet Marie, Houghton.
Janes, Eunice A., Kg., Ann Arbor.
Kemp, Florence, Ishpeming.
Kline, Leona, Cassopolis.
Kopp, Edna Gladys, Charlotte.
Keane, Mayme Eleanor, Dollar Bay.
King, Grace Webster, Oscoda.
Laughlin, Leonora, Ishpeming.
Laughlin, Margaret T., Ishpeming.
Lavigne, Mary E., Kg., Champion.
Lean, Jennie Elizabeth, Calumet.
Luxmore, Claude John, Grass Lake.
Lang, Mary Anne, Calumet.
Myhrs, Cora Ellen, Pikes Peak.
Mead, Edith, Kg., St. Johns.
Mundy, Nellie Douglas, Calumet.
McCallum, Jeanie May, Holton.
McGinnis, Mary D., Pontiac.
McDonnell, Lizzie E., Hancock.
O'Keefe, Esther, Hancock.
Oberschmidt, Christine L., Manchester.
O'Neill, Elnora, Dollar Bay.
Pope, Hattie, Calumet.
Packard, Martha Aldama, Lowell.
Retallic, Anna, Kg., Calumet.
Rentenbach, Tillie, Hancock.
Reis, Elizabeth, Houghton.
Richardson, Anna True, Eldorado, Ks.
Read, Carrie Elsie, Richland.
Smith, Julia Elizabeth, Grand Rapids.
Smith, Ruth Louise, Marshall.
Smith, Gertrude Inez, Lawton.
Smith, Ernest Hiram, Pontiac.
Smith, Grace Leona, Union City.
Slocum, May Aurelia, Grand Rapids.
Sherwood, Grace, Benton Harbor.
Townsend, Luella Cora, Kg., Chelsea.
Tilden, Jessie LeTourneau, Lowell.
Webb, Mabel Eleanor, Hancock.
Wilson, Jeanie Eleanor, Kg., So. Haven.
Webster, Dana S., Portland.
Waltz, Anna Marie, Marshall.
Whitlock, Etola M., Portland.
Westgren, Abigail, Ishpeming.
Walkinshaw, May L., Marshall.
Young, Greta, Nashville.

THREE-YEAR COURSES.

FIVE-YEAR CERTIFICATE.

Barnum, Edna G., Ypsilanti.
Bennett, Verne, S., Fenton.
Bauer, Mary M., Athens.
Brockway, Benj. W., South Allen.
Burnett, Phoebe, Duncan.
Bradley, Arthur, Clinton.
Cromie, Margaret, Ypsilanti.
Cromie, Mary Belle, Ypsilanti.
Crysler, Mary E., West Sumpter.
Churchill, Fred Mark, Almont.
Devero, William Charles, Pinckney.
Foley, Jessie C. H., Kg., Republic.
Farmer, Arthur E., Pontiac.
Gardner, Ella Matilda, Ypsilanti.
Hunt, James Daniel, Ypsilanti.
Higgins, Jay P. Dailey.
Howell, Joseph W., Macon.
Hanford May Evelyn, Plymouth.
Hill, Ada Benton, Kg., Saline.
Holmes, Estella, Caseville.
Howard, Myrtis Adelle, Ovid.
Hemingway, Ada Grace, Hadley.
Kelly, James E., Toronto, Ont.
Mead, Grace, Reading.
Mines, Grace Estella, Nunica.
Moore, Harry E., Ypsilanti.
McCormick, Minnie Kath., Charlotte.
McMullen, Nettie, York.
McDiarmid, Lester, Bowne.
Owen, Mary Alma, Kg., Bellevue.
Pitts, George Albert, Rockford.
Pickett, Grace N., Leslie.
Stewart, Nellie, Ypsilanti.
Spokes, Agnes Mary, Norvell.
Snidecor, Jennie, Kg., Ypsilanti.
Straight, Bertha, Coldwater.
Urban, Adelaide J., Blissfield.

Names of persons graduated in the Five-Year Certificate Courses during the progress of the School year 1894-95.

Allen, Mary Elizabeth, Pontiac.
Collins, Estelle, Ypsilanti.
Houck, Hessie M., Kg., Albion.
Harlow, Leila Marchant, Decatur.
Krenerick, Mary E., Kg., Albion.
Lowry, Sarah Ellen, Norvell.
Palmer, Nellie, Milford.
Smith, Alberta A., Ypsilanti.
Wooden, Ætna M., Kg., Portland.
Watkins, Laura A., Wyandotte.

TWO-YEAR COURSES FOR HIGH SCHOOL GRADUATES.

LIFE CERTIFICATE AND DIPLOMA.

NAME	COURSE	ADDRESS
Briggs, Ethelyn Almira	Scientific	Portland
Clark, Irving A.	Scientific	Corey
Case, Edith Marie	Scientific	Manchester
Clark, Sereno B.	Latin German	Union City

NAME	COURSE	RESIDENCE
Carpenter, Mary Bronson	Latin French	Kalamazoo
Cooper, Elsie Evelyn	Latin German	Port Huron
Copeland, Cornelia Alice	Short Diploma	Dexter
Dimmick, Mary E.	Kindergarten	East Tawas
Farnam, Florence A.	Literary	Sand Lake
Grigsby, Orrel	Literary	Allegan
Gower, John Bertram	Literary Scientific	Armada
Hayner, Earl	Scientific	Ypsilanti
Harding, Louise	Latin German	Hillsdale
Hadlow, Nettie	Short Diploma	Benton Harbor
Hawkins, Eleanor A.	Literary Scientific	Oscoda
Hendershott, Ella Pearl	English Latin	Irving
Heron, Alice Isabel	Literary Scientific	Boise City, Id.
Hughes, Mary Curran	Literary Scientific	Calumet
Isherwood, Maude	Latin German	Charlotte
Langley, Jessie Pearl	Literary	Mason
Mosher, Clare D.	Literary Scientific	Centerville
MacKenzie, Mary Viola	Latin German	Ludington
McLaren, Janet Olivia	Latin French	Muskegon
McTavish, Katherine M.	Scientific	Saginaw, W. S.
Pomeroy, May Emma	Literary Scientific	Armada
Resch, Edith N.	Ancient Classical	Charlotte
Rogers, Anna Augusta	Literary Scientific	Oscoda
Spangler, Lydia Anna	Literary Scientific	White Pigeon
Spencer, Leah Abby	Kindergarten	Ypsilanti
Smith, Ada B.	Short Diploma	Mosherville
Scott, Alice Mary	Latin German	St. Joseph
Stout, Mary Theresa	Literary Scientific	Adrian
Taylor, Rose M.	Literary Scientific	Sands
Taylor, Lillian	Short Diploma	Sands
Taylor, Bessie V.	Short Diploma	Yreka, Cal.
Vanneter, Merritt C.	Literary Scientific	Williamston
Weir, Henrietta E.	Modern Classical	Manchester
Wilson, Angelina	Scientific	South Haven
Williams, Daisy M.	Literary Scientific	Beacon
Zimmerman, Bessie	Short Diploma	Three Oaks

FOUR-YEAR COURSES.

LIFE CERTIFICATE AND DIPLOMA.

NAME	COURSE	RESIDENCE
Adams, Lottie M.	Shorter German	South Lyon
Andrews, Frank E.	Music	Coldwater
Augustine, Lettie O. H.,	Literary Scientific	Ypsilanti
Barber, Carrie Anna	English Latin	Richland
Baker, Jessie M.	English German	Springport
Bartlett, Winifred E.	Full Diploma	Plymouth
Brown, Nellie A.	Literary Scientific	Ypsilanti
Crippin, Carrie M.	Music	Ypsilanti
Cogshall, Chas. H.	Literary Scientific	Sparta
Diller, Harriet	Latin German	Ypsilanti
Delaforce, Anna E.	Full Diploma	Milan
Ellis, Harriet Rosetta	English German	Ypsilanti
Foley, Jessie C. H.	English Latin	Ypsilanti
Greene, Clarence W.	Ancient Classical	Hadley
Glass, Susie	Latin German	Alma
Gould, R. Raymond N.	English Latin	Perrinton
Geaghan, Blanche	Shorter German	Ypsilanti
Hall, Edward John	Scientific	Central Mine
Heath, Mabel	Shorter German	Wixom
Ingersoll, May H.	Literary	Dundee
Kimmell, William L.	Scientific	Ypsilanti
Kennedy, Andrew Dwight	Literary Scientific	Mt. Pleasant
Leland, Joshua Grant	Literary Scientific	Emery
Livingstone, Charles D.	Latin German	Bowne
Loomis, Leonard Stanton	Ancient Classical	Union Home
Marvin, Albert Chas.	Literary Scientific	Azalia
McAlpine, Schuyler Colfax	Ancient Classical	Dowagiac
McNicol, Jeanie	Latin German	Ypsilanti
McDonald, E. Della	Latin German	Ypsilanti
Newcomb, Amy A.	English Latin	Marcellus
Parks, Jessie L.	Literary Scientific	Battle Creek
Pickett, Lulu E.	English Latin	Leslie
Pickett, Mary M.	English Latin	Leslie
Parsons, Gertrude L.	Music	Ypsilanti

NAME	COURSE
Carpenter, Mary Bronson	Latin French
Cooper, Elsie Evelyn	Latin German
Copeland, Cornelia Alice	Short Diploma
Dimmick, Mary E.	Kindergarten
Farnam, Florence A.	Literary
Grigsby, Orrel	Literary
Gower, John Bertram	Literary Scie
Hayner, Earl	Scientific
Harding, Louise	Latin Germa
Hadlow, Nettie	Short Diplo
Hawkins, Eleanor A.	Literary Sc
Hendershott, Ella Pearl	English La
Heron, Alice Isabel	Literary S
Hughes, Mary Curran	Literary S
Isherwood, Maude	Latin Ge
Langley, Jessie Pearl	Literary
Mosher, Clare D.	Literary
MacKenzie, Mary Viola	Latin G
McLaren, Janet Olivia	Latin F
McTavish, Katherine M.	Scienti
Pomeroy, May Emma	Litera
Resch, Edith N.	Ancie
Rogers, Anna Augusta	Litera
Spangler, Lydia Anna	Liter
Spencer, Leah Abby	Kin
Smith, Ada B.	Sho
Scott, Alice Mary	Lat
Stout, Mary Theresa	Lit
Taylor, Rose M.	Li
Taylor, Lillian	Sl
Taylor, Bessie V.	Sl
Vanneter, Merritt C.	I
Weir, Henrietta E.	M
Wilson, Angelina	S
Williams, Daisy M.	
Zimmerman, Bessie	

232
753
985
650
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57
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272
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6
115
24
143
133
62
72
10
7
485
64
20
255
481
28
785
108
62
31
59
33
30
33
31
32
39
42
49
348

Quackenbush, Edward J.	Full Diploma	Ceda
Travis, Mary L.	English Latin	Clim
Van Dusen, Janet Young	Scientific	Ypsi
Warner, Martha M.	Literary Scientific	Ypsi
Webb, Florence S.	Full Diploma	Le
Weed, Ethel M.	English Latin	Det
Whitehead, Richard Ayres	Ancient Classical	Be

Names of persons graduated in the Diploma Courses d
progress of the School year 1894–95.

NAME	COURSE	
Burgess, Charles H.	Scientific	F
Comstock, Emilie O.	Latin German	
White, Nettie J.	Literary Scientific	

DEGREE OF BACHELOR OF PEDAGO

Camp, Mary Frances, Ypsilanti.
Eagle, John Calvin, South Haven.
Groner, Orel S., Ri
McArthur, Duncan
Wilson, Arthur George, North Aurelius

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Entrance Examinations.

The following questions are given as indicating in a general way to inten students the standard required for admission to the school. Boards of educa school superintendents, principals and teachers may receive copies of examin questions as they are published by applying to the clerk.

ARITHMETIC.

1. Find the greatest common measure of 42, 63, 54, 39, and explain the pro
2. What is the weight of a piece of marble 4 dm square and 15 dm long specific gravity being 2.72.
3. Reduce 0.7283283283.... to a common fraction.
4. When it is noon, local time, April 7, at Windsor, longitude—150° 50' 2 what is the day and standard time at Ypsilanti?
5. A person whose income is $2450 spends $882; what per cent. of his inc does he save?
6. If $6072 be invested in 6% stock @ 108½, what income will be recei (Do not consider the brokerage.)
7. Extract the square root of 1.44, to two decimal places.
8. At the U. S. treasury an expert can count about 4500 silver dollars in one h Those experts work six hours a day except that on Saturday they work t hours, and on Sunday they do not work at all. At this rate how long w it take an expert to count 1,000,000 silver dollars?
9. Which gives the better rate of income, an 8% stock bought at 140 (wit brokerage) or a 6% mortgage at par?
10. Discuss as to expense and safety, the various methods which you might us pay a debt of $25 due in Albany, N. Y.

ALGEBRA.

1. Divide $x^4 + x^3 + 57 - 35x - 24x^2$ by $x^2 - 3 + 2x$, using detached coeffic and checking the result.
2. Give examples of homogeneous and of symmetric expressions. Show symmetry and homogeneity may be used in checking results.
3. Distinguish between exponent and coefficient. What determines the degr an expression, with respect to a single letter? All of its letters?

4. Resolve into prime factors

$$64x^4 + 128x^2y^2 + 81y^4,$$

$$4(ab + cd)^2 - (a^2 + b^2 - c^2 - d^2)^2.$$

5. Use the remainder theorem to find a factor of $x^4 - 11x^2 + 18x - 8$.

6. Find the highest common factor of

$$10x^3 + x^2 - 9x + 24 \text{ and } 20x^4 - 17x^2 + 48x - 3.$$

Explain the process.

7. Reduce these fractions to a common denominator:

$$\frac{a}{(x-a)(x-c)}, \quad \frac{c}{(a-c)(a-x)}, \quad \frac{x}{(c-x)(c-a)}.$$

9. Solve $$\frac{4}{x} + \frac{7}{x+1} = \frac{37}{x^2+x}$$

10. Solve for x, y, z,

$$7x - 3y = 30,$$
$$9y - 5z = 34,$$
$$x + y + z = 33.$$

GRAMMAR.

Note.—If you are not sure of the exact form of the diagram, write out an explanation of the construction in connection with the diagram.

Write: (a) Your name in full.

(b) The name of any High School you have attended together with number of months' attendance.

(c) The English studies you have pursued in any High School and the number of weeks devoted to each.

Q[illegible] No.

I. Analyze, or diagram according to Reed and Kellogg system, the following:

1. The fact is *that* he has [illegible]
2. Nothing waxeth old sooner [illegible]
3. Patience is so like *Fortitude* [illegible] daughter.
4. He made it clear that the [illegible]
5. The best of *what* we do and [illegible]

(a) Parse italicised words.

II. Analyze, or diagram as above, the [illegible]

Rivermouth rocks are fair [illegible]

By dawn or sunset *shone* across,
When the ebb of the sea has left them *free*,
To dry their fringes of gold green moss:
For there the river comes *winding* down
From salt sea-meadows and uplands brown.
And waves on the outer rocks afoam
Shout to its waters, "*Welcome* home!"—Whittier.

(a) Parce italicised words.

III. Write a *single* page giving brief account of your journey to Ypsilanti, or your preparation and plans for the coming year's work.

IV. Write three verb-phrases and explain their formation.

V. What do you conceive to be the main purpose of instruction in Grammar?

UNITED STATES HISTORY.

1. What nations held the land now within the United States boundary in 1705, in 1785, in 1805?
2. How did France lose her claims?
3. Name three great explorers and connect the name with a place.
4. How did disputed land claims affect the colonies in 1763?
5. Name the important events which show the steps in the alienation of the colonies from England.
6. Under what organization did the colonies begin general government for themselves?
7. What was the Ordinance of 1787, and by whom passed?
8. Show how equality among the states existed under the Articles of Confederation and not under the Constitution.
9. Why was paper money worthless between 1776 and 1789 and not between 1865 and 1896?
10. Name three great financiers and connect them with their work.
11. Why was it so important to have the free passage of the Mississippi river?
12. What has the railroad done for the United States? What other inventions helped to the same end?

CIVIL GOVERNMENT.

1. Why is government necessary?
2. Why are local and general government both necessary?
3. Distinguish between the government of a village and of a city.

4. How does the relation between a state and a city differ from that between a nation and a state?
5. How are new school districts formed? What are the sources of school funds?
6. What officers constitute the board of canvassers in the township, the county and the state?
7. State briefly the principal facts regarding the origin of the United States constitution.
8. Concerning number, term, and choice of the United States Senate.
9. Classify the fifteen amendments by subjects.
10. State five things which the United States constitution says a state shall not do.

GEOGRAPHY.

Note.—Select and answer any ten of the following questions. Number the answers to correspond to the questions answered.

I. Explain fully the difference in rainfall between the trade wind zone and the belts of calms and variable winds.

II, (a.) Explain how the lack of roads or the difficulty of constructing them will at times retard the development of a country. Give examples. (b.) Along what means of communication do people naturally make their way (so far as it is possible) in a new country? Explain why this is so and give examples.

III. Name and discuss the factors which influence the location and development of a manufacturing district.

VI. Why should not the Ural Mountains form a natural eastern boundary for European Russia?

V. Explain the distribution of population in the United States.

VI. The statement is often made that the Alps are the most important mountain system in Europe. If you believe this, explain why they are so important; if not, explain why you think they are not.

VII. Describe the situation of the chief manufacturing districts of England, and explain why they are located as they are.

VIII. (a.) Which river is of greater commercial importance, the Mississippi or the Amazon? Explain Why. (b.) Do you think this will be the case for the next fifty years? If so, why?

IX. Discuss the conditions which have influenced the location and development of New York, San Francisco, New Orleans, Paris and London.

X. Locate the great agricultural area of the United States and explain why it is so located.

XI. Mention some cities whose location or development has been influenced by the tides.

XII. How do mountain passes affect the spread of civilization? Give examples and discuss them at length.

PHYSIOLOGY.

1. State the principal uses of bones, naming and locating a bone which well illustrates each use.
2. Discuss the proper kind and time of exercise for a person of sedentary habit.
3. Completely trace the course of the blood. What is accomplished by its circulation.
4. A piece of fat is eaten; through what parts of the alimentary tract does it pass, what fluids does it encounter, with what effect and how do its nutritive portions reach the blood?
5. State all the changes in the blood which occur in the lungs. Give all the changes which there occur in the respired air.
6. Discuss completely the function of the skin.
7. What do we mean by "catching cold"? How prevented, how remedied?
8. Describe the parts of the brain and give their respective functions.
9. Discuss in full the effects of tobacco upon the system.
10. Make a diagram from which to explain the structure and action of the eye.

10:20–11:05	Latin Sight Reading (10)1 Class. Lit. and Meth. (10)2 Musical Compos. I	‖Teachers' Course in Hist. ‖Teachers' Course in Civics General History ‖Teachers' Course in Gram. Greek III Anabasis Laboratory Practice ‡Physics II ‖Teachers' Course in Geog. ‖Teachers' Course in Phys.	Psychology ‖Teachers' Course in Arith. French III Adv. Drawing Physical Training I Women	English History Algebra II Plane Geometry German III Voice Culture El. Drawing	Algebra I Grammar
11:10–11:55		Method in Hist. (10) 1 Historical Material (10) 2 U. S. Political History French V Latin VII. Ovid ‖Teachers' Course in Gram. Physics II Adv. Botany (10)1 Counterpoint I Univ. Geography	Greek and Rom. History ‖Teachers' Course in Arith. Solid Geometry German V Physical Training I Women ‡Invertebrate Zoology Struct. Bot. (10)2	English History Latin III. Viri Romae El. Vocal Music El. Drawing	Arithmetic Grammar Geography

12–12:45	Political Science (10)1 (10)2 Political Economy ‖Teachers' Course in Physiology	‖Teachers' Course in Read. Lang. Physical Geography		‖Structural Botany Algebra III Plane Geometry Rhetoric Voice Culture El. Drawing	U. S. History Reading and Orthoepy Latin I El. Physics Penmanship Geography Algebra I
1:40 2:25	History and Science of Education Latin XI. Horace Physiolog. Demonstration (10)2	Applied Anat. (1st 10) Meth. Ph. Tr. (2d 10) Kindergarten Instruction		Algebra II	Latin I
12:50 1:35				*	
2:30 3:15	‡Lithological Geology (10) 1 Dynamical Geology (10)2	Adv. Reading ‡Meth. in Phys. Training	Phys. Trin. I. Women	Plane Geometry ‖Blackboard Sketching	Physiology
3:20 4:05	Astronomy (10)2		Sketching from Life Physical Training I	Algebra III ‖Blackboard Sketching	
4:10 4:55	Criticism Meetings	Physical Training III (Men)			
5–5:45			Physical Training I (Men)		

* Requires Laboratory Work seventh and eighth hours besides the daily lesson.
† Requires Laboratory Work seventh hour, M , W , besides daily lesson.
‡ Requires Laboratory Work seventh hour, T., Th , besides daily lesson.
‖ A ten weeks' course beginning each quarter.
‡ This and the hours following.
NOTE:—Except otherwise stated laboratory practice will be in the sixth, seventh, and eighth hours by arrangement with the head of the department.

Schedule of Classes. First Semester, 1896–7.

Hours	Fourth Year	Third Year	Second Year	First Year	Preparatory
8:40–9:25	Analytical Geometry and Calculus American Literature Latin IX. Livy	(Teachers' Course in Hist. (Teachers' Course in Civics Laboratory Practice History and Lit. of Music United States History (Teachers' Course in Geog.	Psychology English Literature Greek I Physics I *Chemistry I Solid Geometry	English History Rhetoric French I El. Drawing	Arithmetic Algebra I Reading and Orthoepy German I
9:30–10:15	English Constitutional History Old and Middle English Greek V. Homer	German VII (Teachers' course in Nature Study (Teachers' Course in Geography Physical Training III Women United States History	Psychology, applied Solid Geometry English Literature Latin V. Cicero †Physics I Chemistry II Voice Culture IV Harmony I Physical Train. I, Women	English History Algebra II El. Drawing	Civil Government German I
		(Teachers' Course in Hist. (Teachers' Course in Civics	Psychology (Teachers' Course in Arith.	English History Algebra II Plane Geometry German III	Algebra I Grammar

4:10–4:55						
5 5:45				Physical Laboratory		

* Requires Laboratory Work seventh and eighth hours besides daily lesson.
† Requires Laboratory Work, seventh hour T., Th., besides daily lesson.
‡ Two weeks course beginning each quarter.
For Conservatory students.
§ Laboratory course running through sixth, seventh and eighth hours and requiring no other time.
¶ Does not meet the hour following
Note. — The Physical Laboratory Practice any two of the hours noted above, sixth, seventh, eighth.

Calendar, 1896-7

	1896					1897																													
	September					January						May						September																	
Sunday	..	6	13	20	27	..	3	10	17	24	31	..	2	9	16	23	30	..	5	12	9	26	..											
Monday	..	7	14	21	28	..	4	11	18	25	..	..	3	10	17	24	31	..	6	13	20	27	..											
Tuesday	1	8	15	22	29	..	5	12	19	26	..	..	4	11	18	25	..	..	7	14	21	28	..											
Wednesday	2	9	16	23	30	..	6	13	20	27	..	..	5	12	19	26	..	1	8	15	22	29	..											
Thursday	3	10	17	24	..	..	7	14	21	28	..	..	6	13	20	27	..	2	9	16	23	30	..											
Friday	4	11	18	25	..	1	8	15	22	29	..	..	7	14	21	28	..	3	10	17	24	..	..											
Saturday	5	12	19	26	..	2	9	16	23	30	..	1	8	15	22	29	..	4	11	18	25	..	..											
	October					February						June						October																
Sunday	..	4	11	18	25	..	7	14	21	28	..	..	6	13	20	27	..	..	3	10	17	24	31											
Monday	..	5	12	19	26	1	8	15	22	..	..	..	7	14	21	28	..	..	4	11	18	25	..											
Tuesday	..	6	13	20	27	2	9	16	23	..	..	1	8	15	22	29	..	..	5	12	19	26	..											
Wednesday	..	7	14	21	28	3	10	17	24	..	..	2	9	16	23	30	..	..	6	13	20	27	..											
Thursday	1	8	15	22	29	4	11	18	25	..	..	3	10	17	24	..	..	..	7	14	21	28	..											
Friday	2	9	16	23	30	5	12	19	26	..	..	4	11	18	25	..	..	1	8	15	22	29	..											
Saturday	3	10	17	24	31	6	13	20	27	..	..	5	12	19	26	..	..	2	9	16	23	30	..											
	November					March						July						November																
Sunday	1	8	15	22	29	..	7	14	21	28	..	..	4	11	18	25	..	..	7	14	21	28												
Monday	2	9	16	23	30	1	8	15	22	29	..	..	5	12	19	26	..	1	8	15	22	29	..											
Tuesday	3	10	17	24	..	2	9	16	23	30	..	..	6	13	20	27	..	2	9	16	23	30	..											
Wednesday	4	11	18	25	..	3	10	17	24	31	..	..	7	14	21	28	..	3	10	17	24	..	..											
Thursday	5	12	19	26	..	4	11	18	25	..	..	1	8	15	22	29	..	4	11	18	25	..	..											
Friday	6	13	20	27	..	5	12	19	26	..	..	2	9	16	23	30	..	5	12	19	26	..	..											
Saturday	7	14	21	28	..	6	13	20	27	..	..	3	10	17	24	31	..	6	13	20	27	..												
	December					April						August						December																
Sunday	..	6	13	20	27	..	4	11	18	25	..	1	8	15	22	29	..	..	5	12	19	26	..											
Monday	..	7	14	21	28	..	5	12	19	26	..	2	9	16	23	30	..	..	6	13	20	27	..											
Tuesday	1	8	15	22	29	..	6	13	20	27	..	3	10	17	24	31	..	..	7	14	21	28	..											
Wednesday	2	9	16	23	30	..	7	14	21	28	..	4	11	18	25	..	..	1	8	15	22	29	..											
Thursday	3	10	17	24	31	1	8	15	22	29	..	5	12	19	26	..	..	2	9	16	23	30	..											
Friday	4	11	18	25	..	2	9	16	23	30	..	6	13	20	27	..	..	3	10	17	24	31	..											
Saturday	5	12	19	26	..	3	10	17	24	..	..	7	14	21	28	..	..	4	11	18	25	..	..											

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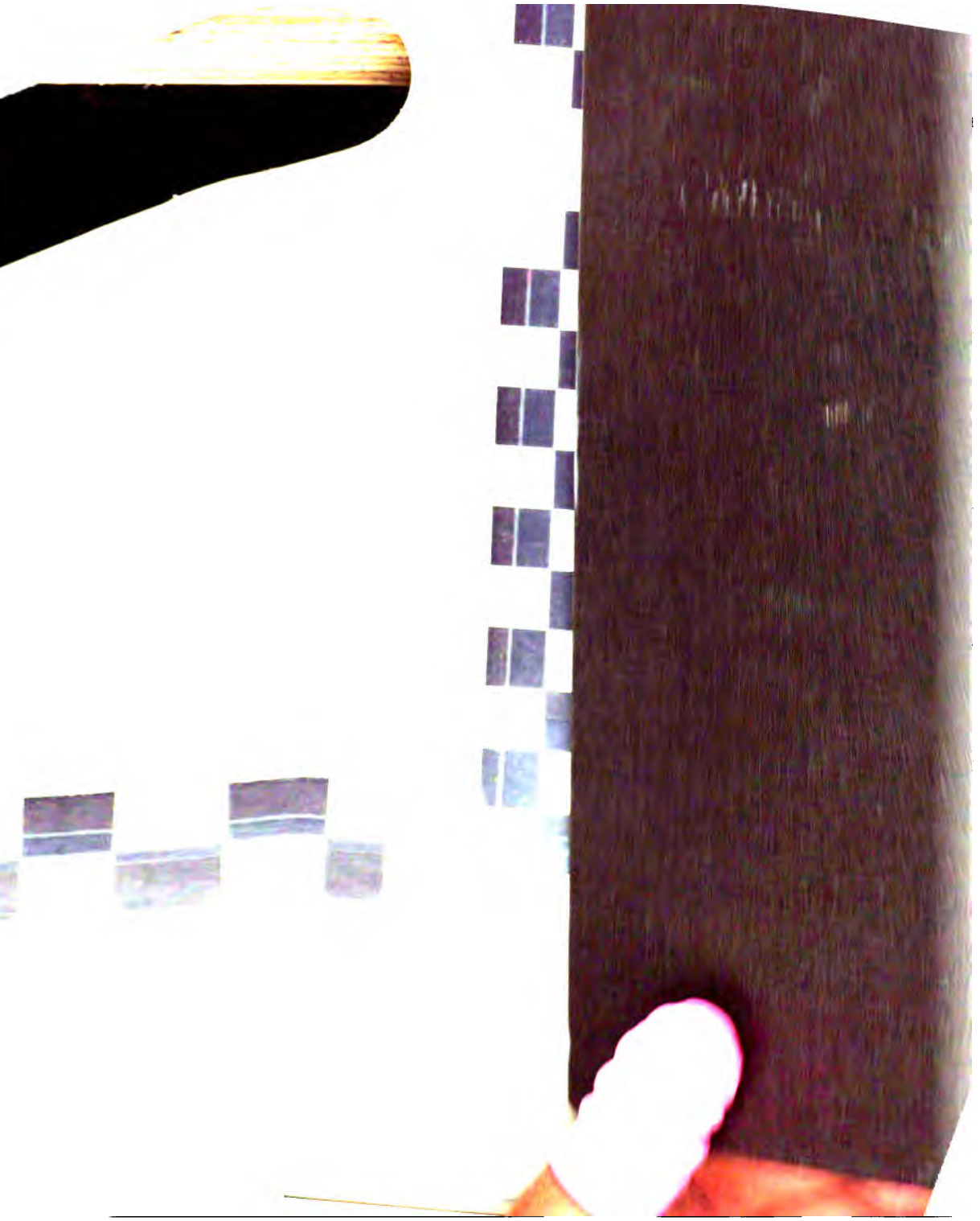
Calendar, 1896-7

	1896							1897						
	September							**January**						
Sunday	..	6	13	20	27			..	3	10	17	24	31	
Monday	..	7	**14**	**21**	**28**			..	4	**11**	**18**	**25**	..	
Tuesday	1	8	**15**	**22**	**29**			..	**5**	**12**	**19**	**26**	..	
Wednesday	2	**9**	**16**	**23**	**30**			..	**6**	**13**	**20**	**27**	..	
Thursday	3	**10**	**17**	**24**	..			..	**7**	**14**	**21**	**28**	..	
Friday	4	**11**	**18**	**25**	..			1	**8**	**15**	**22**	**29**	..	
Saturday	5	12	19	26	..			2	9	16	23	30	..	
	October							**February**						
Sunday	..	4	11	18	25			..	7	14	21	28	..	
Monday	..	**5**	**12**	**19**	**26**			**1**	**8**	**15**	22	..	..	
Tuesday	..	**6**	**13**	**20**	**27**			**2**	9	**16**	**23**	..	..	
Wednesday	..	**7**	**14**	**21**	**28**			**3**	**10**	**17**	**24**	..	..	
Thursday	**1**	**8**	**15**	**22**	**29**			**4**	**11**	**18**	**25**	..	..	
Friday	**2**	**9**	**16**	**23**	**30**			**5**	**12**	**19**	**26**	..	..	
Saturday	3	10	17	24	31			6	13	20	27	..	..	
	November							**March**						
Sunday	1	8	15	22	29			..	7	14	21	28	..	
Monday	**2**	**9**	**16**	**23**	**30**			**1**	**8**	**15**	**22**	**29**	..	
Tuesday	**3**	**10**	**17**	**24**	..			**2**	**9**	**16**	**23**	**30**	..	
Wednesday	**4**	**11**	**18**	**25**	..			**3**	**10**	**17**	**24**	**31**	..	
Thursday	**5**	**12**	**19**	**26**	..			**4**	**11**	**18**	**25**	..	..	
Friday	**6**	**13**	**20**	**27**	..			**5**	**12**	**19**	**26**	..	..	
Saturday	7	14	21	28	..			6	13	20	27	..	..	
	December							**April**						
Sunday	..	6	13	20	27			..	4	11	18	25	..	
Monday	..	**7**	**14**	**21**	28			..	**5**	12	19	**26**	..	
Tuesday	**1**	**8**	**15**	**22**	29			..	**6**	13	**20**	**27**	..	
Wednesday	**2**	**9**	**16**	**23**	30			..	**7**	14	**21**	**28**	..	
Thursday	**3**	**10**	**17**	24	31			**1**	**8**	15	**22**	**29**	..	
Friday	**4**	**11**	**18**	25	..			**2**	9	16	**23**	**30**	..	
Saturday	5	12	19	26	..			3	10	17	24	..	..